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Programme:	Primary		
Module:	Principles of Pedagogy		
Module code:	M6X01438/C	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Siân Brooks	Internal Verifier:	Siân Brooks
Assignment Title:	'Describe a learning event which has happened during your recent school experience. Reflect upon what took place, connecting events to theories of learning and teaching. Make recommendations about how you could improve your own practice in the light of this. Produce a poster to illustrate how you would develop the elements of an effective learning environment.'	Word count (or equivalent):	5,000 or equivalent.
Submission deadline:	17/10/18 (23.59)	Return date of provisional marks & written feedback:	14/11/18
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
1. understand, synthesise and evaluate the main theories that underpinning learning, behaviour and assessment in the primary school 2. reflect critically on how learning theories inform the planning and provision of high quality learning environments, demonstrating a clear understanding of how theory and practice are interrelated 3. organise knowledge and learning through the use of a range of information sources, and present work appropriately.

Principles of Pedagogy M6X01438

This assignment will focus on children as learners. Using the narrative technique, a critical incident will be observed to help identify factors that supports motivation and engagement in young children enabling them to learn. Ethical considerations will be outlined in accordance with The British Psychology Society (BSP) (2018) and BERA (2018). Strengths and weaknesses of the technique tool used will be briefly outlined. Rolfe et al' (2001) reflective practice model will be used as a framework throughout this assignment to describe and reflect upon the incident using the three questions: What? So, what? Now what? (Paige-Smith and Craft, 2009). The incident will be discussed in detail, focusing on what was learnt from the incident and linking it to theories and theorists. I will be making links to the constructivist approach, referring to Piaget (1962) and the social constructivist theorists such as Vygotsky (1932), Bruner (1972) and Dewey (1938). Nicolson (1971) Loose Parts theory will be examined. The incident and findings will be discussed in detail and how it will be used to improve future practice and outcomes. Finally, a digital poster will be used to illustrate how a chosen few effective elements of a learning environment can engage, motivate and ensure effective teaching and learning is produced. The elements chosen to be discussed are the use of indoor/outdoor free flow of play; mud play; loose parts as resources; real life areas and tools; digital competency area. All areas discussed will be briefly outlined by how they link to the areas of learning and experience in relation to Donaldson's (2015) new curriculum, Successful Futures.

Children are born with the innate desire to explore and learn (Chilvers, 2016; Barret et al, 2015). As a result of this, I chose to look for an incident which could help me understand more about the 'Principles of Pedagogy' module title 'Children as Learners'. I wanted to find out what factors help motivate children engage in learning. I decided to use the narrative technique tool to implement my observation. Research shows this tool is an effective way of recording what is seen and heard during an event; little preparation is be needed beforehand and abbreviations could be used to speed up the process (Mukherji and Albon, 2015; Palaiologua, 2012a). However, after applying this technique I am aware of weaknesses. It was impossible to write down everything that was happening without a degree of retrospection (Briesch et al, 2018; Wragg, 2012). Furthermore, the data recorded was unstructured and required careful

analysis when written up in full (Mukherji and Aldon, 2015). In addition, I become aware that all observers are different, and these differences could affect the focus of the observation and they may interoperate what they see differently due to past life experiences, culture, class, level of education and physical characteristics (Coffey, 1999; Reinharz, 1997 cited in Murkerji and Albon, 2015). However, when implementing this technique, I ensured I recorded in a factual, non-judgemental and objective manor.

Before conducting my research, I familiarised myself with the British Psychology Society's (BSP) guidelines produced for teachers and practitioners to secure I would be conveying best ethical practice during research (BPS, 2018). I have also made ethical considerations throughout my assignment and research according to BERA (2018) which are a set of guidelines that have been specifically developed to support the conducting of research in education to the best ethical practice and to protect the researcher and research subjects (BERA, 2018). I will not disclose the schools name, participants names and will remain objective throughout. I am mindful that children are valuable participants in my research, which have the right to be involved in an ethical and respectful way as a result of legislation; such as the United Nations Convention on the Rights of the Child (UNCRC) (Mukherji and Albon, 2015; Roberts-Holmes, 2014; Palaiologou, 2012).

The critical incident took place in a Reception/Year one class in a modern, purpose built primary school during the morning session just before lunch. The children were between the ages of four and five years old. Prior to this observation the children had already learnt about Picasso and that the best art work they produce will go on show for the whole school to see. (extrinsic motivation). The children are sat on the carpet watching a video clip (which has been watched previously) about Picasso and his love of creating 'funny face pictures'. Child A is laughing at the pictures flashing upon the screen. Child A is laughing, pointing and nudging the child next to him to ensure he's watching the screen too. The teacher holds her hand up into the air. Child A stops, sits up straight and holds his hand in the air modelling the action of the teacher. The children become quiet and she whispers, "We now have some fun jobs to do, really important learning!". Child A is sat, legs crossed, left finger on his lip with his right arm

extended above his head, hand in a fist with his index finger pointing towards the ceiling. She asks, "Whoever is sitting nicely to be first to create their face?" (extrinsic motivation). He continues to sit and starts waving his extended arm and pointed finger back and forth in the air. She smiles and chooses him. He runs over to the table where all the resources are set out. He picks up a picture of an eye in his left hand and the scissors in his right and attempts to make snips. He's holding the scissors with his thumb through the small scissor handle at the top and his index finger through the larger handle at the bottom. He makes a snip, readjusts the scissors and attempts again. This time the scissors close and he pulls it away from the picture of the eye, ripping it in half. Adult 1 sits next to him. Removes the scissors from his hand and exclaims, "You must wait for me to do that". She places the blank page of his book in front of him. He reaches for a coloured crayon and starts to draw an oval shape using his right hand held in a pincer grasp. She praises him saying, "Wow, amazing!". He responds with a smile and starts to colour in the oval. She continues to ask questions regarding the shape he has drawn, the choices of colour he is using and what is he going to do next. Child A picks up an eye and exclaims, "It needs eyes!". He passes the scissors and eye picture to the teacher. She proceeds to cut around the eye and gives it to Child A. He passes her another, and she cuts it out. He continues to draw black connecting lines back and forth around the top and sides of the oval shape. He declared, "Look at his hair!". Looking in the direction of the teacher and pointing at the picture. She praises him stating, "That's beautiful hair, so where are you going to place these eyes?". Child A reaches for the glue stick. He is distracted by something over in the direction of the open classroom door which is leading to the outside play area. Two boys are pushing a tyre past the door. Child A continues to stick the eyes onto the oval he has coloured in and announces, "I finished, can I go play?". The teacher is approached by Child C. She stands up to assist Child C, she turns to Child A and says, "Okay, but you must finish this work later." Child A leaps out of his seat and heads outside towards the boys and the tyre. I follow. When I get outside Child A is in the tuff spot which is filled with natural loose parts. He is playing alongside Child B. Child A reaches for parts using his right hand. The leaves lift in the wind. Child B exclaims, "Hold them down!". Child A uses his left hand to hold the leaves which are placed into an oval shape. Looks in the direction of Child B and replies, "Mmmmm". Child B reaches for a handful of small stones and hands them to Child A and states, "Use

these". Child A takes the stones off Child B and places them to outline the shape of the leaves. Child A and Child B reach for the same stick. Child B exclaims, "That's my stick". "No, It's not. It's my stick". Child A answers pulling the stick close into his chest. Child B walks around the tuff spot and looks in the direction of what Child A is creating. With Child A's body facing away from Child B he turns his head in the direction of Child B and says, "It's not even a stick, it's a neck!". Child B replies, "OK" and continues to point at the creation and proceeds to ask, "What is that?"

"It's a funny face". (Child A)

"Aww like Cassos?" (Child B)

"You mean Picasso silly? Do you like it?" (Child A)

"Oh Picasso... I think it wants hair!" Child A reaches for the seaweed and hands it to Child B. She places it around the oval. Child A places his hands over his mouth and laughs. "That's so funny". Child B adds "Member we ate that". Child A replies, "Yuck. I hate it crispy!". Child A picks up a pine cone and places it on the leaves. "That's his eye". Child B adds two more pine cones to the creation. Child A exclaims, "What three eyes?". They both giggle and continue to create a 'funny face together'. Later that day Child A approached the teacher with his creative writing book, he had written a story about the seaweed clown.

Play is frequently confused with recreation (Wood, 2013; Fler, 2017). On reflection there is evidence of this from Adult 1 in the observation; when Child A asks to go and play Adult 1 agrees and explains that the 'work' must be finished later. However, this is not evident throughout the observation of how all the adults regard play. During the observation the teacher refers to the play as '...fun jobs to do, really important learning.' On reflection this supports a number of theological definitions from a number of theorists. It supports the view of Piaget's (1962) and Montessori's (1914) definition of play as 'child's work', as the teacher referred to it as 'jobs' (Riley and Jones, 2010; Isaacs, 2010). However, not just jobs, she referred to the play as 'fun jobs. This could be used to support Bruner's (1972) definition which regards pleasure and fun as an important element of play. Furthermore, she describes the play as 'important learning'. Supporting Moyles's (1989) definition of play being a situation where children learn (Paliologou, 2012). In reflection, I will be mindful of how I refer to play in my practice. I will ensure play, or for a better word 'effective learning' is highly regarded and

believed to be important (Donaldson, 2015, p. 63). The new curriculum does not refer to children's learning as 'play' like the Foundation Phase Framework; but as 'effective learning' (WG, 2008; Donaldson, 2015).

Motivation is an important factor in children's academic success and when children are motivated to learn there is a significant improvement in academic achievement (Mukherji and Albion, 2015; Selmi et al, 2015). The observation showed evidence of both Piaget's and Vygotsky's theories of motivation. Piaget is a constructivist and bases his theory regarding motivation through the intrinsic means; driven by the internal reward of a person (Gorman, 2004; Sokal et al., 2013). This is evident in the observation. When Child A continues the learning task outside. He delved deeper into the learning engaging into an extended experience; constructing the face out of loose parts and writing about the creation in the writing den later in the day. This supports Piaget's Constructivist theory because he seemed to be engaged out of enjoyment, gaining extended knowledge and experience from it. There were no external or physical rewards enticing him to participate. However, it could be argued by the social constructivist theory of Vygotsky; that his motivation could have been encouraged with the social influence of Child B (Newman and Holzman, 2014; McInerney et al., 2011). Vygotsky unlike Piaget believed it was impossible to separate learning from its social context and on reflection it appears Child A and Child D are engaged in collaborative learning (Daniels, 2016; Gorman, 2004). In addition, Vygotsky's theory on motivation is quite different from Piaget's. He based his theory on being motivated because of earning physical rewards or avoiding punishment (Daniels 2016; Newman and Holzman, 2014). Within the observation there is evidence that Child A could have been motivated by the external reward of having his work on displayed or the first to participate in the task. On reflection I believe this could be the reason of his eagerness to be the first to participate in task of creating the funny face; sitting with his arm extended and waving to get the teacher to choose him. On reflection I believe this could improve my practice, both Piaget's and Vygotsky's theories could be applied to the classroom. However, motivation through intrinsic factors should be nurtured and the love of learning through self-satisfaction and enjoyment should encourage engagement (McInerney et al., 2011)). Furthermore, Vygotsky's extrinsic theory could also play an important part of engaging learners in the classroom environment through

physical rewards such as Dojo points and reward stickers (Praiser, 2018). Donaldson (2015) recognises motivation as an implication from the report and states the new curriculum will promote motivation in learners from three to sixteen years of age.

Piaget (1896) and Dewey's (1938) term 'active learner' implies that the learner needs to be actively engaged and that learning is not the passive acceptance of knowledge that is around us; it involves the learner actively engaging with the world (Kolb, 2015). The observation shows evidence of Child A participating in a hands-on experience using physical action to create a funny face with Adult 1. However, Dewey (1938) highlights that the learners minds as well as hands need to be engaged to fulfil the term 'active learner'. On reflection, Child A may not be actively engaged as he was easily distracted by the outside environment and was quick to ask to go and play. This supports Mayer's (2004) view that because a learner is active it does not mean they are actively engaged (Kolb, 2015; Tobias and Duffy, 2009). Piaget (1896) and Dewey's (1938) constructivism views support the notion that instructors (Adult 1) should not tell learners (Child A) anything directly, but by non-directed guidance, allow them to construct knowledge for themselves (Kolb, 2015; Dewey, 1938). Nevertheless, during the observation Child A was constructing knowledge by trying to use the scissors and Adult 1 removed the scissors from Child A and exclaimed that he must wait for her to do it. This could show evidence of the misconception of 'constructivism as a theory of learning and constructivism as a prescription for instruction' (Tobias and Duffy, 2009:185). Adults should facilitate learning and not direct it (Wood, 2013; Joyce, 2012).

Evidence suggests learners are more motivated and engaged when they have control and choice over their learning (Palaiologou, 2012a; Wood, 2013). This is supported within the observation as Child A chose to continue the task of creating a funny face in the tuff spot with no adult direction. However, without Adult 1 and the teachers input, Child A might not have ceated of the learning experience of constructing a funny face. Social constructivist theorists such as Vygotsky and Dewey do not support the Humanist approach of children exclusively creating their own model of learning simply from the natural environment (Holt, 1995; Kolb, 2015). They argue children need social interaction (teacher and Adult 1) to create opportunities to interact with their senses

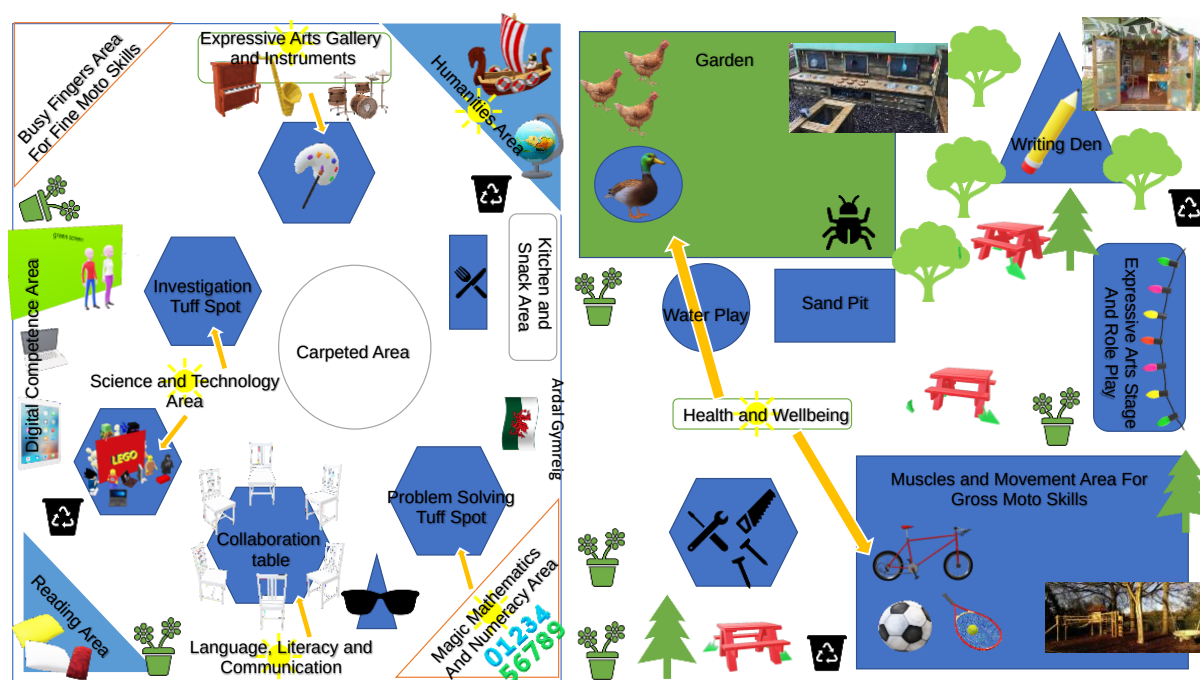
and build upon their own world (Tobias and Duffy, 2009; Kolb, 2015). On reflection, during the observation Child A was not a solitary discoverer of knowledge, he used the opportunities created by Adult 1 and the teacher to explore, discover and experiment with the help of Child B (Holt, 1995; Kolb, 2015). The teacher had planned the resources in the environment to promote teaching and learning. However, Child A might have felt more motivated and engaged as he felt he had control and choice over his learning (Wood, 2012; Pialiologou, 2012a). In addition, supporting Vygotsky's social constructivist theory of the zone of proximal development (ZPD) which is the gap between what a child (Child A) can learn unassisted to what a child can learn from a guide or more capable other (Child B) there is evidence to support this throughout the observation. One example of this is when Child B told Child A to hold down the leaves; as a result of this Child A reached for stones to protect the creation from the wind. Through the guidance of a more knowledgeable other Child A was able to solve the problem of the wind blowing the leaves, building upon prior knowledge with help from social interaction (Tobias and Duffy, 2009). Burner (1976 cited in Kolb, 2015, p. 77) another social constructivist's theory of scaffolding is apparent in the observation. Child A and Child B actively supported each other; scaffolding each other's learning. Child A corrected Child B's attempt of saying Picasso during their play experience (Kolb, 2015; Simit, 2011). To promote my future practice, I will carefully plan the environment and resources with guidance and support from the children to give them control and choice over their learning (Wood, 2013). I will use them as active participants in the planning of their own learning; creating choice and ownership over it. Creating opportunities for them to choose what to learn and what resources they enjoy exploring and experimenting with which in turn will promote engagement and academic success (Mukherji and Albon, 2015; Selmi et al., 2015; Pialiologou, 2012a; Wood, 2013).

The theory of 'Loose Parts' was developed by Nicholson (1971) who created the idea of using materials that can be moved, re-designed, carried, combined, lined up and taken away in many ways (Daley and Beloglovsky, 2015). The observation shows evidence to support Hyndman et al's (2014) long term study highlighting loose parts encourage children to play co-operatively and socialise as Child A and Child B played collaboratively in the tuff spot creating a funny face together. During the observation Child A and Child B grasped for the same object, they both implied using spoken

language and body language that it belonged to them. However, Child A's representation that it was a neck not a stick, enticed Child B to become curious of what he was creating. Together they negotiated it as being a neck. This supports Maxwell et al. (2008) research showing evidence of the loose parts encouraging negotiation skills and facilitating communication between Child A and Child B. There is evidence that both children were interacting and actively listening to each other; Vygotsky and Issacs are advocates that this is effective learning. However, this supports the theory of Siraj-Blatchford's (2009) 'Shared Sustained Thinking' (SST). The longitudinal research highlighted that SST is not always dominated by the teacher and can be support children talking and responding to each other (Siraj Blatchford et al, 2002). SST involves talk that involves exploration of ideas, making links, discussion of problems and the ability to talk about strategies (Brodie, 2014). On reflection, Child A and Child B were engaged in SST during their learning; talking about ideas to solve problems (using stones on leaves), making links to prior learning experiences (the taste of seaweed) and links to current learning (Picasso). On reflection both Child A and Child B seemed to be actively engaged; reasons for this could include the engagement of SST and the resource of loose parts he was using. Additionally, the loose parts symbolise anything which places Child A and Child B in control of their learning, which in relation could encourage motivation and engagement (Wood, 2013). Loose parts are a resource I would make available for the children to access in my future practice, to promote communication skills, along with opportunities to witness and be actively included in SST. On reflection I believe creating opportunities like these will support the new curriculum's purposes by helping to create 'ambitious, capable learners' by giving them the opportunities, resources and skills to explore, discover and experiment (Donaldson, 2015: 29). The new curriculum supports Dewey's theory as he emphasised the need to move with the times, stating changes within our world are rapid and vast and we need to help children adapt their ways to meet the changing world. This is outlined by Donaldson's (2015) Successful Futures document that the new curriculum will help children become 'enterprising creative contributors' who think creatively, grasp opportunities and will become informed citizens of the ever-changing world.

Learning Environment

The learning environment is designed for a Reception/Year 1 class. The areas have been split to incorporate learning experiences for the six AoLEs (Donaldson, 2015). The environment will ensure the four purposes of the Successful Futures curriculum are embedded into teaching, learning and school life (Donaldson, 2015).



Key

	Duck Pond.		Trees
	Chickens.		Area of Learning and Experience (AoLE) (Donaldson, 2015).
	Bug Hotel.		Checking station for punctuation, spelling and finger spaces. To encourage independence.
	Trees to climb.		Real Tools
	Recycle bin.		Tuff Spots.
	Dinning table (Child size).		Welsh area to display and appreciate Welshness (WAG, 2003).
	Plants.		

There is an extensive body of research to support that well-designed primary schools boost children's academic performance in reading, writing and mathematics (Barrett et al., 2015; Tanner, 2009; Bako-Biro et al., 2012). According to Barrett et al's (2015) report, naturalness as a factor is accountable for half of the impact on learning within a classroom; including light, temperature, air quality and access to the outdoors. Mendell and Health (2005) critically reviewed evidence associated with the quality of the indoors and the performance of learners. They discovered, when learners become uncomfortable due to a factor like heat, their ability to focus and achieve decreases. Wargock and Wyon's (2007) research supports the need for cooler environments and access to natural light and air. As a result of this I have decided to have large windows and bi-folding doors along the full length of the classroom to make the indoors feel a part of the outdoors. In support of this, research suggests profound benefits on a child's well-being and the quality of the life in school is enhanced with an abundance of natural elements and access to useable outdoor space (Well and Evans, 2003; White, 2006). So, the learning environment includes both indoor and outdoor space which will support the children's well-being which is recognised as one of the AoLE, 'Health and Well-being' (Donaldson, 2015). Natural elements will also be on display around the inside classroom in the form of plants and natural wooden child height furniture for the children to look after and respect. This supports the Montessori approach as it states the classroom must reflect nature and children should be given opportunities to explore and respect nature (Isaacs, 2010).

The learning environment needs to be 'broad, balanced, inclusive and challenging' which flows between continuous, enhanced and focused activities located indoors and outdoors which will support all six AoLEs and reflect children's interests to encourage engagement which will be reviewed continuously (Donaldson, 2015, p. 88). For example, if the children's current interest was Pokémon I would produce challenges within the continuous provision areas using the Pokémon theme; add Pokémon reading materials to the reading and writing areas; costumes to the expressive arts stage and role play area and interactive educational apps in the digital area so they become enhanced areas. Making the learning environment 'rich and stimulating' where children can 'explore and experiment with ideas, resources' and 'collaborate actively with their peers.' in support of the new curriculum (Donaldson, 2015, p. 96).

In support of Piaget's theory (cited in Blake and Pope, 2008) on conceptual understanding produced from sensory exploration and movement from the environment. This learning environment will promote his theory by allowing the children the freedom to explore, practice skills to build upon isolated facts and methods by creating the opportunities to transfer and apply their knowledge into different situations and new contexts. Movement that raises a child's metabolic rate is also beneficial to a child's well-being and long-term health (White, 2014). The learning environment promotes movement opportunities both indoors and outdoors, supporting all of the AoLE outlined in the new curriculum (Donaldson, 2015).

The outdoors provides challenges for children to explore, experiment with ideas and take risks in their learning (Tovey, 2007). With these areas the children are exercising their muscles as well as their minds (Ouvry, 2000). This was evident in the reflection of the observation; with Child A and Child B practising both cognitive and physical development in the outside area (Tovey, 2007). Within the learning environment there are two specific areas where the children have the freedom to exercise both their gross and fine motor skills. However, these skills can be practiced in all areas; climbing trees, sand/water play, building with Lego and playing with musical instruments. I have created an area exclusively focused on fine manipulative skills (busy fingers area) as Hill's (2018) report highlighted that children need opportunities to develop hand strength and dexterity to write. Sally Payne from the NHS believes this could be due to the fact of an overuse of touch screen technology that is preventing young children to develop finger muscles. However, Joyce (2012); Ovary (2000) and Knight (2011) believe in order to develop fine motor skills a child needs to strengthen their larger muscles and the outdoor environment offers these opportunities. Within the created learning environment there is a muscle and movement area to practise gross motor skills. Supporting the AoLE 'Health and Well-being' (Donaldson, 2015).

The learning environment incorporates a mud kitchen. Research suggests mud has a rich potential for learning and holding fascinations for young children as investigators (Austin, 2007; White, 2014). WG (2014a) states, exploring mud develops scientific concepts such as cause and effect, raising questions such as, 'What will happen if?'. Which supports the AoLE 'Science and Technology' (Donaldson, 2015). In addition,

Knight (2011) states mud can develop a child's physical development; strengthening muscles, help practise fine manipulative skills, develop flexibility and control to help children manipulate other materials and mark make or write. Supporting the AoLEs 'Language, Literacy and Communications' and 'Health and Well-being' (Donaldson, 2015). Jensen and Bullard (2002) state children should have uninterrupted time, unrushed opportunities to experiment with mud. Consumption of sustainable materials that are eco-friendly and help build a child's immune system (National Wildlife Federation (NWF), 2012). A study at Bristol University revealed that bacteria found within soil has been found to activate neurons within the brain that produces a chemical that enhances well-being (Lowery, 2007). Supporting McMillan's (cited in Joyce, 2012) theory that reveals, children with increased opportunity for outside play are healthier and less likely to become ill. Supporting the AoLE 'Health and Well-being' (Donaldson, 2015). The mud kitchen supports a cross-curricular approach to experience and learning. In addition, we want 'ethical, informed citizens.... which commit to sustainability and consider their impact of their actions' (Donaldson, 2015, p. 22). White (2004) states to create children with positive attitudes towards respecting their environment we must nurture it within the early years.

The environment purveys natural objects like loose parts (from the observation) as they can symbolise anything the child decides them to be. Therefore, placing the child in control of their learning and to make choices rather than responding to images and ideas because of the particular object (Tovey, 2007). It is evident from the observation that these resources encourage negotiating skills and co-operation to enter an agreement with peers to transform the object into something of their choice (White, 2014). Negotiating skills are recognised as important skills that will secure creativity and inventiveness (Duffy, 2006). Important skills to be developed and nurtured to enable the children to become 'capable, successful contributors' (Donaldson, 2015). A long-term study by Hyndman et al (2014) highlighted that introducing loose parts during free play can cut sedentary behaviours by half, improve creativity, social and problem-solving skills. These being behaviours I want to eliminate and skills I want to promote within my learning environment.

The learning environment includes areas which include real life household utensils and tools for gardening and wood work; offering first hand experiences. The tools will

be placed in the tuff spots to produce 'tinkering areas' where the children can experiment and explore (Casey and Robertson, 2015, p. 24). Using real tools and real kitchen utensils supports Steiner and Montessori's theories regarding real life experiences (Casey and Robertson, 2016). These areas and materials will offer the real experiences in order for the children to acquire life skills helping them develop. They will promote independence, self-regulation, self-control, confidence to access risk and responsibility (Isaacs, 2010; Waite, 2017).

The new curriculum has launched a 'Digital Competence Framework' (DCF) which requires digital competency to be embedded into school life, weaved alongside literacy and numeracy into lessons. The DCF has been produced to ensure all children will be equipped with the ability to become confident digital citizens which can develop the skills in an increasingly digital world, which can be applied to a range of subjects, scenarios that are transferable to the world of work (Donaldson, 2015). As a result of this the learning environment incorporates a digital competence area where all the resources will be kept. The area will consist of a wide range of digital technologies, such as iPads, personal computers, laptops, audio video recorders, digital cameras, green screen, interactive whiteboard and bee bot. All technologies which will enable confident creative and critical use, to enable learners to be confident digital citizens (Donaldson, 2015; WG, 2018).

To Conclude, the critical incident was observed; strengths and weaknesses of the technique tool were outlined (Coffey, 1999; Reinharz, 1997 cited in Murkerji and Albon, 2015; Briesch et al, 2018). The observation was reflected upon, connecting the incident to theories of teaching and learning. Play was discussed and how the new curriculum refers to play as 'effective learning' (Donaldson, 2015; Wood, 2013; Flear, 2017; Paliologou, 2012). The constructivist and social constructivist theories on motivation were discussed with recommendations made to improve practice (Gorman, 2004; Sokal et al., 2013; Newman and Holzman, 2014). The term 'active learner' was critically explored; with the notion that learners need to be engaged mentally and physically (Kolb, 2015; Dewey, 1938; Tobias and Duffy, 2009). The theory of loose parts was outlined, with links made to the new curriculum. The learning environment

was illustrated with specific chosen elements explained to ensure an effective teaching and learning environment (Donaldson, 2015).

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