

Student Number: 1703089

Primary PGCE

The Enquiring Teacher

ECPP7001-C

Appendices

Appendix 1: Lesson Plan for School 1

Name of Trainee: <u>Luke Kinsey</u> Session ref: <u>Literacy 1 20/2/19</u> Date: <u>20/2/19</u> Class: <u>Nursery</u>				Cynllun Ffocws y Cyfnod Sylfaen 2d	
Targed(au) Hyfforddi Personol: <u>1.Class Management</u>		Number of learners: <u>32</u> Age: <u>3-4</u>			
Learning objectives/intentions:	To engage with a multi-sensory story	Success Criteria	Listening to others.	Meeting learners' needs:	
Introduction/plenary tasks		Main activities		Resources/ Key Vocabulary	Assessment for Learning (strategies and opportunities)
<u>Introduction</u> Will get the pupils to sit down on the carpet and I will show them the front cover of the book and ask the pupils what they think the book might be about.		<u>Trainee focused task</u> (purpose, outline of trainee's role and children's learning): I will read the learners a story and will have multi-sensory prompts for the learners to engage with. The pupils will be told about the prompts before the story starts and will be told that if they don't like any of the prompts they just have to tell me to put them away and I will do that immediately. <u>Stegosaurus</u> – Read the story to the group. Pausing throughout the story to check engagement and to introduce a multi-sensory prompt. These will be felt fruits and vegetables, different sized caterpillars, the smell of the lollipop and the smell of the cherry pie. I will check the pupil's engagement during these times. The learners will have time to engage with the multi-sensory prompts.		What might happen next? Story Senses Hear See Smell Feel/Touch	Thumbs up/down Questioning
<u>Plenary</u> Learners will have the opportunity to say which bit of the story they enjoyed.					
<u>Curriculum coverage (range and skills)</u> Response and analysis - show an interest in books and enjoy their content					
<u>Literacy (LNF)</u> N/A as it is literacy lesson				<u>Numeracy (LNF)</u> listen to and join in with rhymes, songs, stories and games that have a mathematical theme	
<u>DCF</u>		<u>Thinking</u> Learners given sufficient time to make their decisions.		<u>ESDGC</u>	<u>YCC</u>

Appendix 2: Ethics Form



PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:	Luke Gareth Kinsey				
Tick all boxes which apply:					
Member of staff:	☐	Student:	☒	Honorary research fellow:	☐

Faculty/School/Centre:	Yr Athrofa		
Campus:	SA 1		
E-mail address:	1703089@student.uwtsd.ac.uk		
Contact Telephone Number:	07792737589		
For students:			
Student Number:	1703089	Undergraduate	☐
Programme of Study:	PGCE Primary	Taught Postgraduate	☒
Director of Studies/Supervisor:	Catherine Morgan	Research	☐

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	☐	NO	☐
		Date			
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐			
	Faculty Research Committee	☐			
	Other (write in) Catherine Morgan	☒	18/1/19		

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.

BERA (2018) – Ethical Guidelines for Educational Research	☒
UWTSD Research Ethics & Integrity Code of Practice	☒
EWC – Ethics Materials	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	How does multi-sensory story telling impact on engagement during story time in a foundation phase classroom?		
Proposed start date:	February 2019	Proposed end date:	March 2019
Purpose of research activity (including aims and objectives)			
Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
This research aims to observe children's engagement during story time, using multi-sensory prompts to enhance the story. The research question was decided on because both researchers have previous experience of working within the area of Special Educational Needs. We have therefore seen this approach applied to teaching and learning within this sector and are interested to see if the approach could be transferred to enhance learning within a mainstream Foundation Phase classroom. The research is important because if we were to identify this to be a useful strategy, then we could use this approach within future practice. The pedagogical principles within the new curriculum for Wales highlight the importance of 'well-being' and engagement with learning (Donaldson, 2015). The engagement element of our research is important as it well documented that in order for children to learn at their best they need to be engaged with the tasks they are being set (Welsh Government, 2015). We feel that engagement with a multi-sensory approach to learning (in particularly story telling), will engage the pupils fully within the story. There has been much written about the benefit of a multi-sensory approaches in the area of special needs education. The literature around this indicates that using the senses to enhance the learning experience can be beneficial as it enhances the learner's attention during the task (Brug et al., 2016).			

Proposed methods

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

This study will use a 'Lesson Study' approach as specific approach to gathering data. Lesson Study is a type of classroom action research focusing on the development of teacher practice. It has been used as common practice in Japan since the 1870s. Lesson Study involves two or more teachers working collaboratively to plan, teach, observe and analyse the learning and teaching which presents itself during lessons. The findings are recorded and used for reflection and for improved practice (Dudley, 2014).

Whilst one of the researchers is teaching a lesson, the other will be observing the learners and their level of engagement with the story. We will be using a checklist style monitoring observation proforma to record these observations. Within this proforma the learner's engagement will be recorded using a modified adaptation of Professor Laeyens (Of the Leuven Centre) scale of involvement.

Following the observation, three identified target children will be given the opportunity to take part in a semi-structured interview. This method was suggested as a most effective and appropriate way of collating children's responses to questions regarding the lesson. Due to the age groups (Nurse & Year 1/2) of the children involved, we have considered their level of understanding and have adapted the questions we are going to ask. These adaptations will take the form of picture prompts, which will be shown to the children as a group, as we feel this will be less intrusive. In addition to the picture prompt questions, a final question will be asked to the group, regarding how they feel the lesson could be improved.

Following each individual lesson study, a period of reflection will be allocated, where by both researchers will collaborate to complete an adapted reflective template. This template will encompass elements of two different models of reflection, Brookfield's four lenses (Brookfield, 1995) and Gibbs's reflective cycle (Gibbs, 1988). The conclusions made from the first reflection will be used to reform and refine the original lesson plan prior to commencing the second lesson study.

Throughout the lesson studies and interviews ethical considerations have been made to ensure that the learners feel safe, involved and that they can leave at any point (Exit cards will be used to signal if the pupil wants to finish the interview). We have used a wide range of documentation, including UNCRC, BERA, EWC and UWTSD Guidelines. We will adhere to the recommendations within these documents.

Location of research activity

Identify all locations where research activity will take place.

School 1 is a partnership school with UWTSD. It is a medium sized school within an urban area in the Bridgend local authority. As of 2018 they had approximately 240 pupils enrolled, with 45% of those pupils being eligible for free school meals.

School 2 is a small rural primary school in Wales. It has approximately 140 pupils enrolled and is in partnership with UWTSD.

(this box should expand as you type)

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.

N/A

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☐	☒
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box	☒	☐
Personal reflections	☒	☐

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☐	☒
Vulnerable adults?	☐	☒
Children under 18?	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify):	☐	☒

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

We will be observing a whole class lesson. However, the focus will be on three pupils in each class. The learners observed will be identified using alphabetical labels for the purpose of protecting their identities (School 1 = Child A, Child B and Child C, School 2 = Child D, Child E and Child F). These pupils will be a representative sample of the class and will be chosen from a discussion with the class teacher. The three pupils will be interviewed in a semi-structured interview following the lesson. Consent/Assent procedures will be followed prior to observation and to interview (see section I)

(this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐

If NO to any of above questions, please give an explanation

(this box should expand as you type)

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
(this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form. Full risk assessment completed and appended? Yes ☐ No ☒ Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information -We will ensure that the child's wellbeing is paramount throughout the research. -Using a small sample could create a risk that other pupils may feel left out. This could have an emotional impact. This will be minimised by drawing minimum attention to the three target children. -The three target children may feel singled out. This will be minimised by interviews taken place within the classroom. -Safeguarding – in the event of a disclosure, we will adhere to the procedures set out by the host school. -In the event of a fire (or other emergency situation) we will adhere to the host schools policies and procedures. (this box should expand as you type) If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities N/A
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(this box should expand as you type)
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest -People (UWTSD and host schools) will be aware of the dates of the research and where it will take place. All aspects of the research will be taken place on school premises. -Doors will be open when interviewing -In the event of the target children being absent, other pupils will be selected (consent for all pupils in the class will be gained prior to the research taking place). -If pupils do not want to take part within any part of the research, exit cards will be put in place to signal to the researchers that the pupil wants to leave. (this box should expand as you type)
University/institutional risks For example: adverse publicity, financial loss, data protection We will uphold the good name of UWTSD whilst conducting this research. We will act professionally and adhere to the BERA (2018), EWC and University guidelines. (this box should expand as you type)
Adverse outcomes List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols. Working with young children. We will ensure that the child's wellbeing is paramount throughout the research. -Using a small sample could create a risk that other pupils may feel left out. This could have an emotional impact. This will be minimised by drawing minimum attention to the three target children. -The three target children may feel signalled out. This will be minimised by interviews taken place within the classroom. -Safeguarding – in the event of a disclosure, we will adhere to the procedures set out by the host school. -In the event of a fire (or other emergency situation) we will adhere to the host schools policies and procedures. -People (UWTSD and host schools) will be aware of the dates of the research and where it will take place. All aspects of the research will be taken place on school premises. -Doors will be open when interviewing -In the event of the target children being absent, other pupils will be selected (consent for all pupils in the class will be gained prior to the research taking place). -If pupils do not want to take part within any part of the research, exit cards will be put in place to signal to the researchers that the pupil wants to leave.

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Has a DBS certificate been obtained?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What feedback will be provided to participants, how will this be done and when? Feedback will be given to the participants and school upon request. Individual feedback will be given if requested. (this box should expand as you type)
Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded. We will seek informed consent by sending a letter to all parents/carers of every child within the respected classes. We will seek ongoing assent from the learners using exit cards during the interview and by making our intentions clear and understandable to the learners from the outset. (this box should expand as you type)
Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. -We will ensure that no pupil will be able to be identified and school will not be named. Pupils and schools will be labelled as: School 1 = Child A, Child B and Child C, School 2 = Child D, Child E and Child F. (this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? "personal data" means data which relate to a living individual who can be identified— (a) from those data, or (b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? "Sensitive personal data" means personal data consisting of information as to – (a) the racial or ethnic origin of the data subject, (b) his political opinions, (c) his religious beliefs or other beliefs of a similar nature, (d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) his physical or mental health or condition, (f) his sexual life, (g) the commission or alleged commission by him of any offence, or (h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.	☐	☒

If YES, provide a description of the data and explain why this data needs to be collected:

(this box should expand as you type)

Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☒
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
"Cloud" storage or websites?	☐	☒
Other – specify:	☐	☒

For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:

Whilst I will not be collecting any personal data. The data that I do collect will be stored on my personal device which is password protected. The data will be stored in line with University data management guidelines.

(this box should expand as you type)

Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☒	☐
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☒	☐

If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):

Data will be shared with research partner. I will be responsible for the data collected from the school I have been working in. Data archiving - Data will be stored securely (password protected) until I have passed the programme.

(this box should expand as you type)

List all who will have access to the data generated by the research activity:
Luke Gareth Kinsey
Annie Thomas
(this box should expand as you type)
List who will have control of, and act as custodian(s) for, data generated by the research activity:
Luke Gareth Kinsey
(this box should expand as you type)
Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
-Password protected files and on a password protected device. Each researcher will be responsible for the data collected in their school.
-Data archiving - Data will be stored securely (password protected) until I have passed and completed my programme of study.
(this box should expand as you type)

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.	
In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice	
Signature of applicant:	Date:
Luke Kinsey	18/1/19

For students:

Teacher/Senior Mentor:	
Signature:	
Date:	

For staff:

Head of School/Assistant Dean:	
Signature:	
Date:	

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

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

RESEARCH STUDENTS AND STAFF ONLY

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

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

Appendix 3: School 1 Documents:

Observation Checklist (School 1)

Context: How does multi-sensory story telling impact pupils engagement during story time, in a Foundation Phase classroom?

Note when observed	Child A	Child B	Child C
Page 1 Baby caterpillar	2	3	3
Page 2 Monday /apple	4	4	2
Page 2 Strawberries	3	3	3
Page 4 Lollipop and cherry pie	4	4	4
Page 5 Butterfly	4	4	4

Pages will be identified prior to observation and specified in the boxes.

Each child's engagement will be noted during the specific sensory enhanced points within the story using the scale 1-5:

1: Extremely low – Does not appear to engage with the story, appears absent, may stare into space or look around at what others are doing. Does not respond to sensory aspect refuses to participate.

2: Low – Fleeting engagement with the story – Frequently interrupted engagement. Engaged in the story for short periods of time, but moments of disengagement where they may stare into space or be distracted by what is going on around them. Shows some interest in sensory aspect but only sustained for short periods

3: Moderate – Mainly remains engaged with the story –but can be easily distracted. Shows some interest in the sensory aspect.

4: High - Appears to be engaged with the story. They remain focused and do not appear to be easily distracted. Sustain interest in sensory aspects of the story.

5: Extremely high – Appears to be completely absorbed in the story. Intensely concentrated throughout.

Additional Notes

Child A	Child B	Child C
Appears to take a little time to settle and focus at the beginning of the story. Engages with the story. Looks at the story teller and the book. Sits quietly but does become distracted by others at times during the story.	Engaged with the story throughout. Sits quietly. Is not easily distracted by others.	Refuses to touch the apple. Refuses to smell the lollipop. Initially refuses to smell the lollipop, However, does smell after the other children. Seems to be engaged with the auditory aspect of the story.

Interview

We will speak to the children prior to the lesson. We will explain that a friend from the university will be coming in to listen to the story too. We will be explaining that we are going to read a story and then will talk to a few children after to see what they thought of it. We will ask if they are happy to be part of this. We will explain that we are just trying to find out if they enjoyed the story and it will really help us with our teaching. Due to the age of the children we will keep the explanation short and use child friendly language.

We are unable to provide samples at this time as we will choose the stories following discussion with the class teacher and after meeting the children.

However, we are aiming to show visual prompts/ photographs or photocopies of certain parts of the story and ask what they remember about this part of the story?

We will then ask the 3 target children as a group:

If I was going to read this to another class how could I make it better?

We will not ask any more questions due to the age of the children involved.

Responses to questions asked by interviewer:

Picture of the apple page from story is shown to children. Children are asked: What can you remember about this part of the story?

Child B: Apple, its apple.

Can you remember what happened when the caterpillar ate this?

Child C: He got bigger.

Interviewer shows a picture of the lollipop. Can you remember this?

Child A: It smells sweet...yum.

Interviewer shows picture of the pie. What about this one?

Child B: Cherries, it was cherries.

Interviewer shows picture of the caterpillar. What about this?

Child C: I like it when he munches stuff (mimics munching sound).

Without prompting the children were unable to say how they felt the story could be improved. With some verbal prompting they did agree that they would have liked to taste the fruit.

Reflective Model for Research Project

Date: 20/02/19

Critical incident (focus): Hungry Caterpillar - Sensory Story – School 1

<u>Self:</u> - What happened? - What were your feelings? - What was good and bad about the experience? - What else could you have done? - What to do next time?	The pupils appeared eager to come to the carpet area to listen to the story. They appeared very excited and smiling and laughing. They sat in a circle so that they were all able to see the book. I felt the experience was positive as the children clearly enjoyed the story. The good points were that all the children stayed on task for the whole story. It was quickly apparent that the children were very young and at times appeared to get over excited, rolling backwards and putting their feet in the air and shouting out. These behaviours seemed to be exaggerated during parts of the story where sensory stimuli were added. There could have been more sensory aspects included. For example, providing small samples of the fruit for the children to taste. Add more sensory aspects next time.
<u>Pupil Voice:</u> - What were their feelings? - What was good and bad about the experience? - What else could we have done? - What to do next time?	The children enjoyed the story. The story was at an appropriate level for them. The children enjoyed feeling the items, smelling the cherry pie and holding the butterfly. Pupils did not indicate what they would like us to do next time, due to their age. However, this type of storytelling would benefit from being repeated on several occasions. The children might then be less excitable and more focused on the story.
<u>The Observer:</u> - What were their feelings? - What was good and bad about the experience? - What else could the teacher have done? - What to do next time?	The pupils were engaged to moderate level throughout the story. They did not appear deeply engaged, this may have been to do with the age of the children rather than the activity. It is difficult to observe in terms of engagement when the observer has no prior knowledge of the children and therefore does not know what the normal level of engagement would be for the group. The sensory aspects appeared to refocus the children after the initial excitement. They appeared to anticipate what was going to come next. The sensory aspects used partnered well with the text. The children did appear over excited at times; however, this could be normal behavior for the group. The teacher could have offered fruit to taste and added different sensory aspect rather than only using smell and tactile sensory enhancement. Add different sensory aspects and repeat the story so that the children anticipate and explore the sensory aspect more thoroughly.
<u>Literature:</u> - What does the literature say about the experience? - Does the literature show ways to improve the experience?	The literature states that sensory stories can add fun to learning. They can help the learners to concentrate and recall key information. The literature states that by including sensory stimuli the storyteller can make aspects of the story more meaningful to children. The literature suggests that the narrative should be concise and that each element should have a sensory stimulus partnered with it. The literature also states that sensory stories should be regularly repeated as children enjoy the predictability, helping them to feel safe and to absorb more information each time the story is told (Grace 2018).

Appendix 4: School 2 Documents

Observation Checklist

Context: How does multi-sensory story telling impact pupils engagement during story time, in a Foundation Phase classroom?

Note when observed	Child D	Child E	Child F
Page 8 Rolling Back (Vestibular)	4	4	3
Page 10 Clapping (Auditory)	4	3	2
Page 14 Coloured cellophane (Visual)	4	4	4
Page 20 Water (Taste-gustatory)	4	3	3
Page 22 Lemon smell (Smell- olfactory)	3	4	4

Pages will be identified prior to observation and specified in the boxes.

Each child's engagement will be noted during the specific sensory enhanced points within the story using the scale 1-5:

1: Extremely low – Does not appear to engage with the story, appears absent, may stare into space or look around at what others are doing. Does not respond to sensory aspect refuses to participate.

2: Low – Fleeting engagement with the story – Frequently interrupted engagement. Engaged in the story for short periods of time, but moments of disengagement where they may stare into space or be distracted by what is going on around them. Shows some interest in sensory aspect but only sustained for short periods

3: Moderate – Mainly remains engaged with the story –but can be easily distracted. Shows some interest in the sensory aspect.

4: High - Appears to be engaged with the story. They remain focused and do not appear to be easily distracted. Sustain interest in sensory aspects of the story.

5: Extremely high – Appears to be completely absorbed in the story. Intensely concentrated throughout.

Additional Notes

Child D	Child E	Child F
Appeared more engaged at the beginning of story. Interacts well with all sensory aspects, apart from clapping. Appeared to be distracted by others towards the end. Good recall of story during interview.	In and out of engagement. Excellent recall of the story. (Note from researcher, Child 2 is usually easily distracted and finds it very difficult to stay on task generally, therefore this level of engagement is high for this child). Appeared to be motivated by the sensory aspects, as each sensory element was introduced interest levels appeared to heighten.	Was quite distracted by others during the story. Appeared interested in all sensory aspects, anticipating their turn and following the sensory aspect around the group with anticipation of their turn. More engaged towards the end. Good recall of story.

Interview

We will speak to the children prior to the lesson. We will explain that a friend from the university will be coming in to listen to the story too. We will be explaining that we are going to read a story and then will talk to a few children after to see what they thought of it. We will ask if they are happy to be part of this. We will explain that we are just trying to find out if they enjoyed the story and it will really help us with our teaching. Due to the age of the children we will keep the explanation short and use child friendly language.

We are unable to provide samples at this time as we will choose the stories following discussion with the class teacher and after meeting the children.

However, we are aiming to show visual prompts/ photographs or photocopies of certain parts of the story and ask what they remember about this part of the story?

We will then ask the 3 target children as a group:

If I was going to read this to another class how could I make it better?

We will not ask any more questions due to the age of the children involved.

Children were shown the picture from page 8 [interviewer asked, 'What can you tell me about this part of the story?']

Child D: It's space, she went into space.

Child E: It's like anti-gravity (shows the action of rolling back).

Child F: Feels like falling, you're going to fall back.

The 3 children show the action of rolling back as was demonstrated in the story.

Children were shown the picture from page 14 [interviewer asked, 'What can you tell me about this part of the story?']

Child F: It was colours

Child E: moons or suns!

Child D: I only looked at the red!

Interviewer: Did you? Were there other colours?

Child D: Yeah.

Child E: There were other colours

Child D: Yeah, blue.

Child F: I saw blue, red, pink and yellow!

Child D: I know, but I only looked at red.

Children were shown the picture from page 22 [interviewer asked, 'What can you tell me about this part of the story?']

Child D: I think it was a smell.

Child E: I liked it.

Child D: I didn't.

Child F: Was it ginger?

Interviewer: That's interesting! It was lemon, a sour smell.

Child E: I thought it was sweet!

Children were shown the feather [interviewer asked, 'What can you tell me about this part of the story?]

Child D: That is the birds feather. The girl was looking for it.

Child F: We blew the feather, like this [blows the feather gently].

Child E: Why couldn't she reach it... that feather?

Child D: It was in space!

Interviewer: **If I was going to read this to another class how could I make it better?**

Child E: You could do this. [Points to the + sign on the front of the book, see picture]

Interviewer: You mean add more senses?

Child E: Yeah, you did this. [points to the other symbols in turn] but you didn't do this.

Interviewer: Oh ok. What is +? What do you think it means?

Child E: Do more smells and things.

Child F: Yeah, you could do more.

Child D: We did lots.

Child E: Yeah, but we could do more.

Reflective Model for Research Project

Date: 21/02/19

Critical incident (focus): Voyage to Arghan - Sensory Story – School 2

<u>Self:</u> - What happened? - What were your feelings? - What was good and bad about the experience? - What else could you have done? - What to do next time?	The children were engaged and responsive throughout the story. My feelings regarding the experience were positive. As it is a newly established class and the children are very strong characters/ personalities it was positive to observe them taking turns and not shouting out. I felt that the sensory stimuli encouraged the children to think more deeply about the text and the feelings that it evoked. The children were excitable in places, but I felt that this was enthusiasm for resources they had not seen before. I felt that if there had been the resources available, I would have liked to present the story on an IWB, as some of the children appeared to struggle to see the pictures in the book. I would repeat the story on several occasions and follow up the story with questions. I would ask things like 'How do you think Nila was feeling?' and relate this to parts within the story. I would encourage the children try to relate the feelings and sensory aspect to their own feelings and where they might of experienced these feelings in other situations. If I were to use this again, I think that I would, use a larger format for the pictures, perhaps blowing them up to A3 or using a IWB. I thought that this story had a focus on well-being and would be a good book to use in class. I would repeat the story several times adding to the predictability for the children. I would then extend the story and encourage the children to answer questions regarding the story (Oracy) and possibly use it as a stimulus for extended/creative writing and art lessons.
<u>Pupil Voice:</u> - What were their feelings? - What was good and bad about the experience? - What else could we have done? - What to do next time?	The children appeared to enjoy the story. They were enthusiastic to answer questions following the story. When show picture from within the story they referred specifically to the sensory experiences they had experienced. They seem to particularly enjoy looking through the coloured paper and the feather breathing exercises. The children did not suggest ways that the story could be made better. They did not suggest how the story could be enhanced next time.
<u>The Observer:</u> - What were their feelings? - What was good and bad about the experience? - What else could the teacher have done? - What to do next time?	The focus group overall were very engaged with the story, to say that the class has had a big change recently they didn't seem bothered that an additional adult was in the room. The sensory aspects of the story really grabbed the focus groups attention. They seemed to really enjoy engaging with the items. The only limitation I can think of is that the book was quite small and at times it was difficult to make sure that all the learners could see what was happening. The teacher could have photocopied the book and all the learners could have had their own copy or the teacher could have scanned the book and shown it on an interactive IWB. I feel that the teacher needs to deliver the story again but have the story on an IWB so all learners can see the illustrations and potentially follow the words.

<u>Literature:</u> - <i>What does the literature say about the experience?</i> - <i>Does the literature show ways to improve the experience?</i>	The literature states that sensory stories can add fun to learning. They can help the learners to concentrate and recall key information. The literature states that by including sensory stimuli the storyteller can make aspects of the story more meaningful to children. The literature suggests that the narrative should be concise and that each element should have a sensory stimulus partnered with it. The literature also states that sensory stories should be regularly repeated as children enjoy the predictability, helping them to feel safe and to absorb more information each time the story is told (Grace 2018).
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Appendix 5: Blank Consent Letter



Dear Parent/Guardian,

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

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

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

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

Yours faithfully,

Catherine Morgan
Module lead – The Enquiring Teacher

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

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

Date.....