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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.		

Principles of Pedagogy:

As an individual we are all impacted and moulded around what learning we received and how we received it. Educational psychology is a broad topic that has produced wide opposing views and can be broken down into the three main areas of teaching – for example: B.F. Skinner’s theory on Behaviourism; Jean Piaget’s theories on Cognitivism and Lev Vygotsky’s theories on Social Constructivism (Wyse and Rogers, 2016). Furthering on from these, Educational theory has taken ever in-depth routes, with the sole aim of providing the best support for our children to learn, grow and be nurtured (Dweck, 2008; Albon 2011). Child educational protections and development are necessary to facilitate strong-willed, educated and independent children, which the UNCRC has set out within its guidelines (UNICEF, 2015). This essay is to observe, explain and theorise a specific learning event that I witnessed first-hand in a school in South Wales, this is to ascertain and explain how active teaching and working theory help within the classroom and how they empower the child. At this current time, Wales is undergoing a major face-lift within its Education, Graeme Donaldson has written this report for the Welsh Government to implement, with new areas of learning being made imperative in the curriculum (Donaldson, 2015). One key area that has stuck with one’s self from the report, is the inclusion of a new focus on Health and Wellbeing – which this essay will focus heavily on, as my learning event concerns this issue.

The learning event I am to describe and analyse has been observed within a school in South Wales, this was a large primary school, that received a good report from Estyn and is currently rated as green – the school also has 33% of intake that receive free school meals, and a budget of around £3500 per student (citation has been removed to allow anonymity). I have made ethical considerations in compliance with (BERA, 2011), therefore the students in question shall be named, ‘Pupil 1’ and ‘Pupil 2’ and the educator simply ‘teacher’ and the name of the school has been removed from this essay. I was within a class of thirty year five students, one class teacher, and one learning support assistant – the class was of a strong ability, as the school has grouped tutor groups by ability. My learning event concerns multiplying and dividing by 10, 100, and 1000 in Maths, and how one student presented low self-esteem, which was created by both the learning environment and the fixed-mindset of the child.

Observation:

Before attending the educational setting where I would be observing and looking for a learning event – I wished to attend with a key principle that I would be looking out for. I wished to have a key theme to look for due to what had been discussed during lectures, that it would be far more valuable to focus on a specific area, instead of going into the school and being overwhelmed with what to observe. (Grigg, 2015) supports this in suggesting that specific focus should be prepared. Thus, I approached the topic of self-esteem and how the learning environment can impact a child's confidence and how a strong, stable and positive environment can influence for the better. Consequently, I considered this in parallel with Leuven's Scale of Well-Being, I used this a foundation block to spot signs of when children may be exhibiting signs of low self-esteem and how the current environment was impacting them.

Figure 1: Leuven Scale -

https://www.scilt.org.uk/Portals/24/Library/resources/hmi/Leuven_Scale.pdf

The Leuven Scale of Active Engagement in Learning

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

Professor Ferre Lavers, Leuven University, Belgium.

The image used clearly highlights, and provided a detailed resource for myself, as I was able to actively look for children that were exhibiting these signs. It in detail, explains the different stages for well-being in learning, from the explicit signs of frustration and anger to being cheerful and happy. I deemed this research a valuable tool in my observation, as I have not met the students before, and therefore will not know how they act in general, or how they display their feelings and emotions. Thus, I deemed this valuable as it gave me generic features to look out for and could quickly categorise the students into the different levels. To have focus on this area of self-esteem, (Ahmert, 2003) argues the need for a strong relationship between teacher and parents. This will ultimately foster a classroom that is supportive and will aim to improve a child's mindset – thus a teacher, or educator, must explicitly try understanding their children and when they may exhibit moments of sadness or discontent. Furthermore, the need to focus on a child's self-esteem, and how they react to learning environments; falls under the umbrella of Well-Being - which Donaldson explicitly highlights Well-being as one of the new six key areas of learning within the new curriculum (Donaldson, 2015).

At a base level, I focused on purely taking written notes, as I felt this most appropriate within the education, especially as the visit was the first time visiting the school. As a trainee teacher, and as an individual within the education sector, we must be strict and adhere to all safeguarding policies in place (Griggs, 2015). Hence, being limited to just hand-written notes, and this does have the implications of adapting what had been said due to time restraint, but I have aimed for my observation to be explicitly close to what was genuinely conversed at the time. As previously stated, my observation has been taken first hand from a Key Stage 2 Maths class, the students had just returned to their seats to complete independent work, following on from what they had just gone through as a group. The interaction I observed is as follows:

Pupil 1: "Eugh, I can't do this." Throws pencil down on the table, and then proceeds to put their head into their arms.

Teacher: "What's a matter?" They were sat in their chair at this moment.

Pupil 1: "I can't do it. I'm rubbish, I got the first one wrong straight away." Their facial expressions were exhibiting signs of frustration and annoyance.

Teacher: "You can do it. Just give it another try!"

Pupil 1: “Fine.” They proceed to sit there with their pencil and just scribble on the page, disengaged and now ignoring what the teacher is doing, but getting irritated by other students succeeding.

Pupil 2: “You can do it, we did it right on the carpet!”

This learning event intrigued myself, as for one, this student was registering ‘Extremely Low’. Furthermore, they lacked the confidence – the self-esteem – to push themselves to try and attempt the learning independently. They had immediately, once sitting down to do independent work, lacked all the confidence to do the work, they look at others with frustration, as if they were annoyed that the other students were able to proceed with the work so simply. Interestingly, it seemed that the teacher knew the teacher-student relationship very well, as they wished for the student to attempt the work first before intervening to help. The student here benefited from the fact that they had a teacher who believed in them (Werner, 2004). It was inspiring to see that the teacher employed this tactic, that they provided small encouragement, knowing that the student could do, but what was missing was the child’s self-belief in being able to succeed with the work.

This is what interested myself the most, it provoked the thought, what impact will this lack of confidence have in other lessons? It is at the utmost importance to teach and inform students about their own self-esteem and well-being within the classroom, if they understand being wrong is not bad at all, they may not be scared to try. As (Harrison, 2002) argues that we must train students to not measure themselves against others, but themselves. We should encourage the student to improve, or achieve better than themselves, and to not be concerned on how well the others are doing in the lesson. Before they are tested, or sent off to do work independently, we must see if the child has a basis of knowledge to understand and go further (Hayes, 2003). Consequently, as an educator, it is imperative to understand the stress that students can put themselves under in a test-like situation, as (Lord and Jones, 2006) argue that formal assessment can cause anxiety. Thus, it must be reiterated to students to not panic or worry, and thus working to their best ability and not compare to others.

A new aspect we must interpret is the questioning that is taking place, as some students can see questioning as a threat (Hayes, 2003). Thus, we should make sure that an individual, like the

student in question, is not threatened by our questioning in the input, so that when they go to do independent work they feel confident to tackle it, and not frustrated because they were too frightened to respond to questions in the input. We must make sure that when they go to do the independent part of the work that they actually understood what was taught, and what they must do if they struggle when they attempt it, we must set the tone and allow for them to ask us comfortably if they do not know.

As a teacher I believe it is important to have this strong teacher-student relationship, where the student feels supported and encouraged by the teacher. The student must be treated as an individual, (Harrison, 2002). And as (Dunn, 2017) prioritises that attaining the positive teacher-student community is imperative for success. Therefore, we must aspire for this in our classroom aspect, as this positive community fosters a positive mindset and self-esteem, it allows the children to be themselves, and not fear being incorrect. To allow students to have a positive self-esteem; we must understand the theories behind our own teaching practice. It is the utmost importance to help student's like the one in the learning moment; to feel that they can succeed successfully and become an encouraged and determined young learner.

Theory:

Self-esteem and confidence have now become a very important area of focus within the educational setting, and generally falls under the umbrella term of Health and Well-Being – this importance is now explicit within Wales as it is now become one of the focuses in Donaldson's areas of learning, (Donaldson, 2015). With this new specific focus within the curriculum, educators must now attain a better understanding of what well-being is, and how they can help a student with their well-being. This is of extreme importance in today's society, especially with the rise in number of students that are suffering from a Mental Health issue of some sort. Due to this, pedagogical practice and research must be acknowledged and understood, which will allow for specific techniques to be implemented within the classroom.

Communication is key for creating a stable environment and also key for learning, social interaction is imperative in helping their learning (Vygotsky, 1978). Vygotsky focused on this social interaction as a key area for learning, therefore we should enable this communication

within classrooms, discussions with peers must be encouraged, as the students' way of providing instructional information may be clearer than the educator. Therefore, in the case of the learning event in question, if social interaction is slightly encouraged, the child in question may not have had to feel frustrated and isolated in their learning. (Vygotsky, 1978) observations allowed the creation of the Zone of Proximal Deployment. In which, student's may be at different stages educationally, but must be supported by an adult to attain further information. As an educator, we must ensure that we evaluate and observe the student; intervening when it is evident that a student needs extra support to achieve their learning successfully. In contrast to leaving them to try without support, as this may detrimentally impact their learning.

Educational settings are now having a heavy focus on Carol Dweck's theory of a Growth Mindset, this for example was explicit in the school of observation:

Figure 2: Image taken from school of observation, reference omitted for anonymity.



This photo was taken in the school of observation, thereby providing evidence that schools are actively using and actively advertising Carol Dweck's theory. Here different pictures and comments try to encourage the students to not give up easily if they are wrong, but to apply a different approach. A Fixed Mindset is where the child is unengaged as they fear they will fail,

whereas an individual that has Growth Mindset will actively seek to learn and will not be scared to fail and engage in their learning (Dweck, 2007). The picture shown in Figure 2 is a display board from where the learning event took place. It is important for children to see this within classrooms, as it actively reminds them to attain a Growth Mindset, and that it is acceptable to fail, as long as they positively try and engage. However, to just have a board advertising this, which has not been talked through, would be unsuccessful, it is important to have a student-teacher dialogue to explain and discuss ideas (Myhill, Jones and Hopper, 2006). Consequently, what practices the teacher uses, they must at some point discuss these with the students, as the student must explicitly know what techniques and resources the teacher wishes them to use to succeed. There must be communal understanding, where the teacher should put themselves in shoes of student as well as being the teacher (Martin, 2007). In relation to the learning moment observed, we as educators must recognise and understand how the child is feeling in that specific moment.

The environment in which the learning takes place is of extreme importance, (Hughes, 2010) highlights select theorists that come under the umbrella term, Environmentalists. Environmentalists argue that the environment the child is in will impact their development and behaviour within the classroom. Thus, it is imperative that as a teacher, that a supportive environment is created, as it will enable the students to be motivated individuals and not fear or worry about attempting to answer the questions. (Martin, 2007) argues that the emphasis is focused on control and order rather than a classroom of support. Building on from this, it is imperative to create a classroom where it focuses on having a supportive environment. In contrast to the learning incident that was observed, the child in question was looking angrily upon others within the class because they were succeeding in their learning - whereas the student in question did not feel they were. (Martin, 2007) moves on to argue that teachers should focus on co-operation. It may be beneficial for educators to set out guidelines within the classroom, where student's will actively seek to support their friends if they see them struggling, and to also inspire within them that there is no fear of failing. This is backed up by (Siraj-Blatchford, 2002) who suggests that two people working together is an intellectual way to tackle an issue. Particularly highlighting that an educator should facilitate, and actively support students helping other students, as asking friends can be less fearful than asking the teacher – which fosters a strong community between students and the teacher. Consequently,

implementing this notion of a supportive class community, could actively encourage students to be confident in asking for help, which may have helped the student who was observed.

Furthermore, educators must ensure that students are positively responded to, otherwise, as (Harrison, 2002) presents that a child can quickly become consumed by fear. Within the classroom, there should be no room for fear, as fear can quickly have a negative impact on an individual's self-esteem, therefore the classroom must be a secure, reassuring and positive environment. The interaction between students and teachers is imperative to get right, (Dunn, 2017, pg 45) uses this model:

Positive Comment

Constructive Criticism with an explanation of how to improve

Positive Comment

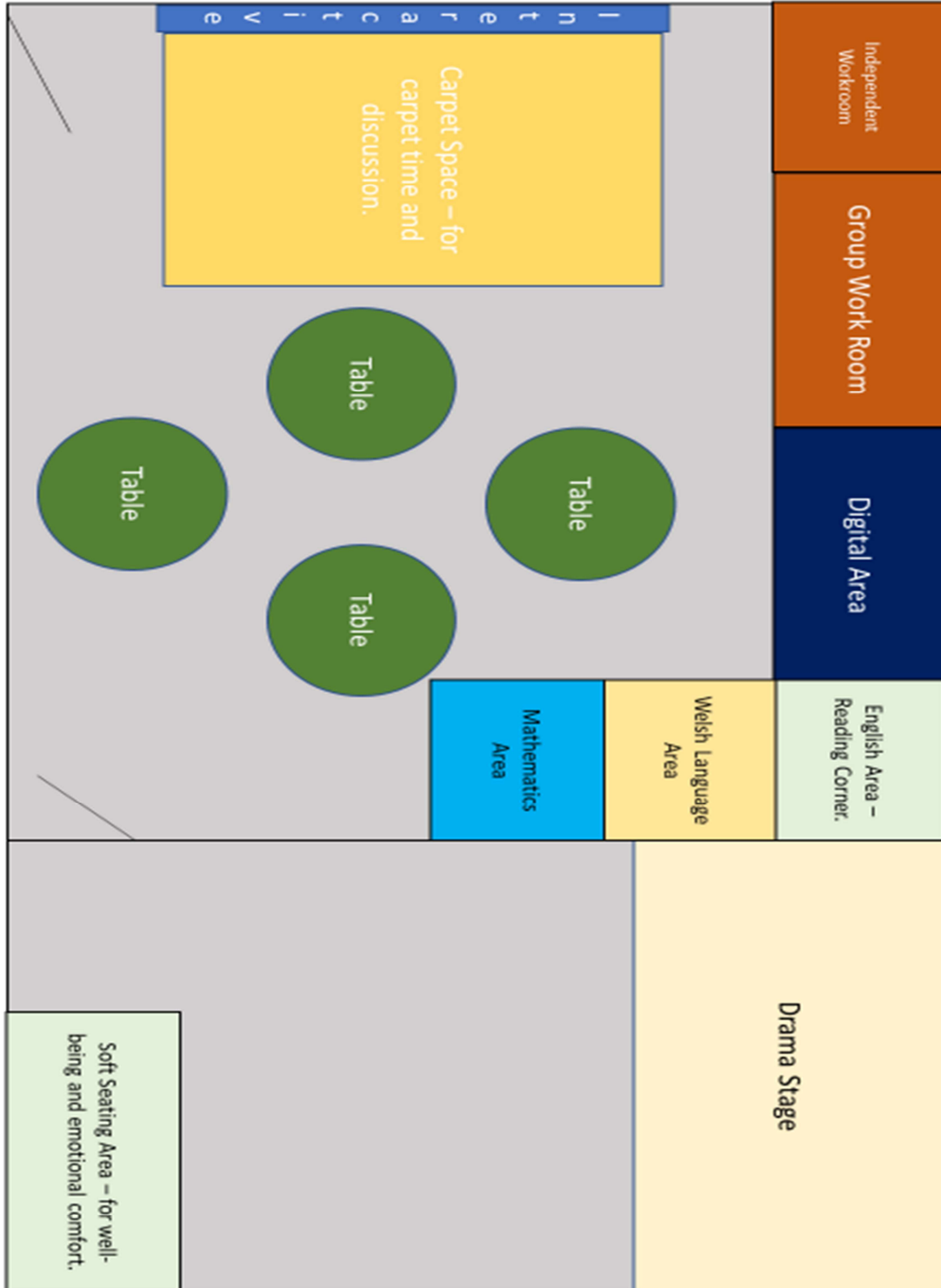
Therefore, positive models must be used like this to ensure that the student are positively encouraged, and that their self-esteem and confidence is not damaged. Consequently, positive frameworks within the classroom should be used, and that the aim to inspire and educate is premier. The aim should not cause competition and fear (Harrison, 2006).

In relation to Well-Being, educators must look at external factors, as they may impact how the student responds to the teacher or work - these incidents can come in a variety of forms. (Bronfenbrenner, 1979) highlights different levels in his ecological model of human development. One aspect to look at well-being, is what is happening outside the classroom, (Goswami, 2011) highlights that diet is authoritative for functioning skills. Therefore, the student may be acting out, or not interacting with the work because they have not had the correct nutrition to stimulate their attempt at learning. Consequently, the teacher must enable space for two-way communication. (Wall, 1996) points out that when a child exhibits struggles, the whole child must be assessed, even external factors. Educators must remember that there are external factors impacting the child at school, and this may influence their self-esteem as they may be receiving negative, detrimental factors from these external sources. (Griggs, 2015) acknowledges that recently teachers have many different needs to understand. This highlights that there may be many external factors impacting on the child. One that is explicit in recent

years is the global impact that regional wars have had on society, resulting in many people being displaced and becoming refugees in other countries. Refugee students have overcome a multitude of tragic and stressful situations (Rutter, 2003). These external factors and implications must be understood fully, as if a child is exhibiting these signs of deep distress, solutions must be implemented and actioned with the utmost haste. The modern teacher must be a forward thinker, and adaptable to the different needs within the classroom, not rigid and non-compromising.

In correlation to Self-Esteem, the learning environment must come into consideration. (Myhill, Jones and Hopper, 2006) highlights that it is difficult to manage a learning environment when the students respond differently. An educator must be able to successfully cope with these differences within the classroom and not allow themselves to be negatively impacted. (Erikson, 1963) decrees that we must find positive outcomes for conflict, to build positive feelings. Hence, an educator must be able to peacefully and naturally solve differences between students and between themselves and the student. Positive self-esteem flourishes in an environment where there is social inclusion, as (Hickman and Jones, 2009) states that the environment should be adapted to support everyone. Students should understand that they have a right to speak with no fear. In relation to the observation, the student started to exhibit signs that they felt confident to express that they could not manage the task at hand, but consequently, did not have the tools to combat the negative attitude to their own learning. The previous section has shown that as the educator, we must successfully implement these tools, and more importantly explain these tools to the students. Thus allowing them to start developing themselves from within and allow them to know that they can feel comfortable talking to the teacher when in distress.

Classroom:



My classroom design is focused on that of a Key Stage 2 classroom, with the specific aim of a Year 5 classroom. I have designated specific areas within my classroom, for example: an English area, a Mathematics area, a Digital Area, a Drama Hall, a Welsh focused area and an area for focus on health and well-being with a specific focus on self-esteem and Carol Dweck's theory of Growth Mindset. I have also included within my classroom designated workrooms, for either quiet independent work, or for a group to be taken by a Teaching Assistant into the group workroom. Furthermore, compounding information from the theory section of this assignment, it inspired me to have circular tables, instead of tables in a row, this is to provide students with the chance to work as a collective, and for myself to provide opportunities for students to apply shared work. This came from (Martin, 2007) and their view on creating a case for co-operation, instead of competition. Consequently, in relation to the theory I have researched for the other part of the assignment, I have tried to be inclusive in thinking of ways to enable students to succeed and feel comfortable within their classroom environment.

(Donaldson, 2015) wishes the students of the future to be enterprising, creative contributors. Therefore, his Digital Competence area within the new curriculum must be acknowledged within the classroom. I have thus included an area of the room which is dedicated to ICT work. This is where they can create power-points, they can do animation, internet safety, make fact files for the wall. As a class we could mount an iPad to the wall where the students can display pictures from their school trips, and they can create informational videos for where they have visited. (Beauchamp, 202) highlights that the use of technology can enable communication and collaboration. With the students creating informational videos that can be viewed, they would actively be working on these skills, which are imperative in creating strong contributors of the future as they can work as a team. This will strongly develop their digital skills and will set them up further in life. They will also gain some independence where they can research of their own accord (Vygotsky, 1978). They will also have a sense of ownership over the area. One academic views portray the consequences of technology within the class room, as (Dunn, 2017) suggest it should not just be used for the sake of using it. Consequently, we must put restrictions on the use of the technology or actively be determined that as an educator we shall not use technology for the sake of using it, but actively think whether it will have positive impact on the students' education. Furthermore, the inclusion of a digital area may help individuals who

struggle to access the curriculum, or who find it easier to access through the medium of technology. Rahamin (2004) suggests that ICT has a strong history of supporting SEN students. It is imperative that all students within the classroom are able to access the learning which is being undertaken in the class. (Abbot, 2007) labels this as e-inclusion, where technology minimise problems of students with learning difficulties. Every individual has the right to a thorough education, and thus I wish to provide digital experiences, or digital equipment for those who need it within my classroom. I wish for all students in my classroom to have access to the learning taken place, which is in correlation with the rights of the child (UNICEF, 2015).

As the Curriculum for Wales, Programme of Study for English, states that learners should experience a language-rich environment – this should therefore try to be applied within every classroom as the curriculum provides us with a starting point to grow from. In my classroom, I wish to have a designated literacy area, this is where the students can have a sense of ownership and they can create their own reading corner. (Chamberlain, 2009) states that the children being involved in the creation of the reading corner, will inspire them. Therefore, I wish for the children to be equal in creating this area, as they will be able to define to me what they want within it. Hopefully this will encourage a sense of pride, and that they will wish to read for pleasure, as the curriculum is very reliant on them developing their reading skills. (Latham, 2002) argues that children lack the ownership skills needed to inspire to do work. Thus, as the teacher I will push for the students to take an active role in this creation, one way to implement is to have a display board where students can nominate and vote for work to displayed upon it. I wish for the students to be apart of a shared experience, where they feel they have input and control over the environment they are in. (Smith A, Call N, 2003) state that children spend a total of 950 hours in their classroom a year. Consequently, I wish they will also have their own display where their work can be voted to be put on display, this will then hopefully create a sense of pride and joy in their own work, as they know that their work is being produced for a purpose.

One way I wish to inspire their literacy skills is to link it with drama and provide creative outlets for students to express themselves. The inclusion of the drama room attached to the classroom allows for students to manoeuvre into this room and understand that this where they can express themselves. (Chamberlain, 2009) presents the idea that if you provide stimulating

experiences away from the classroom it inspires writing. This is the effect I wish the drama hall to have upon the student, that they are relieved of the constrictions of the classroom and allows for Key Stage 2 students to learn through creativity, as (Farmer,2011) explains that dramatic ability is natural for children. This should be tapped into, and intertwining aspects of their literacy with drama, will hopefully enable this desire to be engaged learners. (McCaslin, 2000) reasons that we must not mix up dramatic play and creative drama. As the educator I shall endeavour to make sure that the hall is being used for a specific purpose that will enrich the child's education, and not just for the sake of using it. For example, a learning event I would wish to occur in the Drama Hall, is a descriptive writing skill through drama, for example the Mad Hatter's Tea Party in Alice and Wonderland, where they have to be in character whilst describing the feast they see in front themselves. This would link to (Mercer, 2000) that by using objects, it can encourage high-level discussion. As the instigator of the event, I would actively encourage the children to be honest in what they are describing, with the end goal that they create a descriptive piece on the event. (Edwards, 2014) states that the creative arts are imperative to intellectual development. Consequently, I feel it necessary that Literacy and Drama are linked within my classroom, as I hope that enables my students to understand that their freedom of expression is of high importance and that they should not fear saying anything wrong in relation to the topic.

The Health and Well-being area within the classroom will in some cases take form of a sensory zone, where the students can go to calm, if they are feeling overwhelmed. Having the calm zone in close proximity will enable SEN learners to leave when they feel the need to de-stress, however, they will be close to where the learning is taking place and may feel comfortable to return as they can witness what is being discussed in the lesson. Going in hand in hand with this, the health and well-being zone may be effective in helping calm individuals down when they come into school. (Griggs, 2015) discusses that there is a rise in number of individuals with a fear school. As a result of this, the inclusion this 'calm' zone may prove fruitful in gently easing the child into the school routine and allow them to witness that there is nothing to fear entering the classroom. The zone may be used as a building block to allow them to grow their confidence in entering the classroom full-time. To conclude, I wish for my classroom to be an emotive place, where children are actively involved with their learning and they feel

comfortable within their learning environment. I wish for my class to allow for two-way communication, where both teacher and student positively succeed.

In conclusion, as a practitioner within education we need to enable ourselves with relevant teaching theories that will encourage and develop ourselves as educators. Theory goes hand in hand with our practical teaching, and we must understand the importance of these links and use them effectively within our teaching practice. Within this assignment a handful of teaching theory has been used and specific aspects have been focused on, however as an educator we must understand the breath of theory that has been developed and studied is vast. It is therefore imperative that we acknowledge this and keep up to date with current research and theories – using these theories further understand our pedagogical reasoning and will positively impact our career development. In relation to the observation that was taken, having an environment that inspires a positive, supportive community is imperative for a student's well-being within school – they must feel supported so that they can be inspired. In relation to the learning event, it has invoked within myself a desire and need to make sure that any individual within my classroom feels supported and listened to. Furthermore, during my research around theories of self-esteem and the growth mindset, it has forced myself to understand and acknowledge that something that may seem small and insignificant, for example nutrition, can have a huge impact on how that individual can respond to a challenge and how outside factors influence a child's confidence and self-esteem. To add to this, during my research it has had a profound impact on how I would like to design my ideal classroom, it has made myself to look at many different viewpoints. With the premier idea of creating a classroom that exhibits a positive, nurturing and safe haven, where students feel a sense of ownership and pride – a place where they can truly learn and grow.

To conclude, as an educator we must now take the child's health and well-being seriously within our practice, especially now in Wales with the impact and changes that Graeme Donaldson has helped input in the Welsh Curriculum (Donaldson, 2015). With the current curriculum coming into fruition, we have a duty to understand and recognise the developments that have been undertaken and be confident to implement these new forward-thinking ideas within our own classrooms in the future.

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Figures:

Figure 1: https://www.scilt.org.uk/Portals/24/Library/resources/hmi/Leuven_Scale.pdf

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Figure 2: Image taken at the school of observation – reference omitted for ethical reasons.