

Overview

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Student name: Thomas Pearce

Student number: 1804016

Assignment title: A portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles

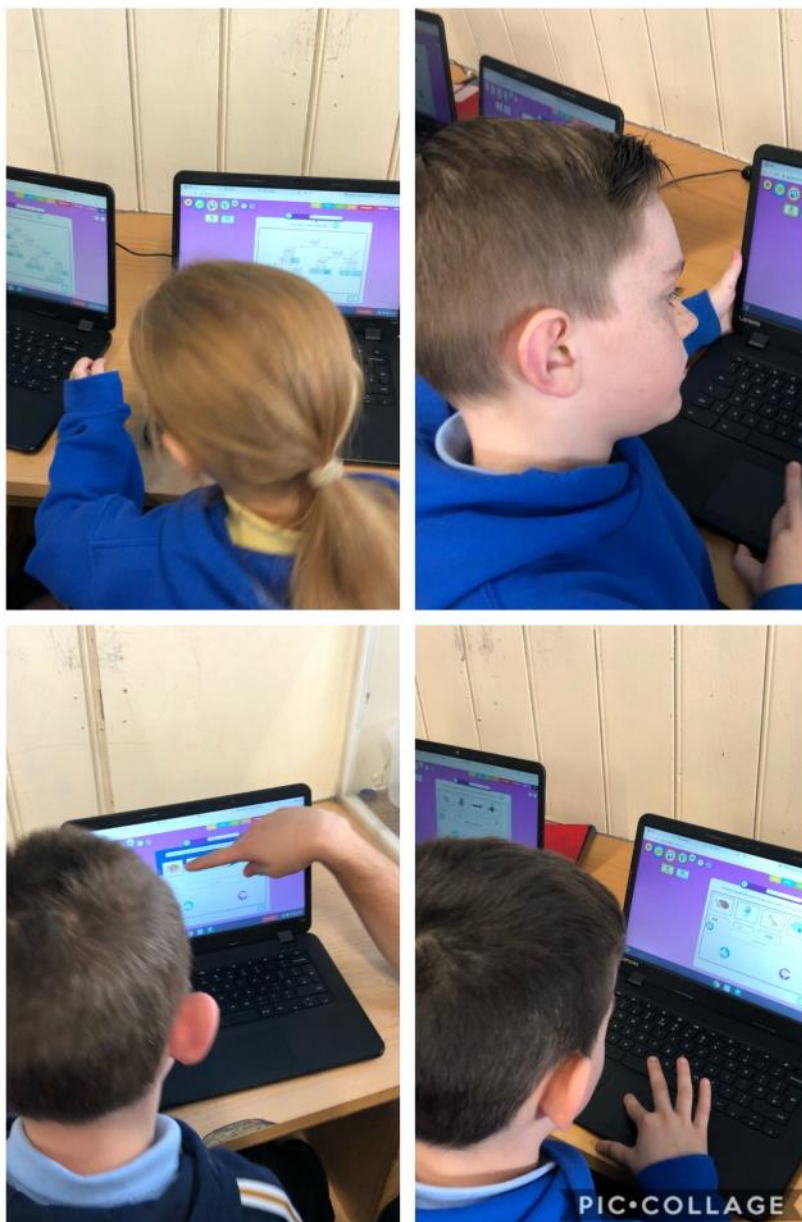
Pathway: Primary

Word count: 2938

Link to OneNote Notebook: https://uowtsd-my.sharepoint.com/:o/g/personal/1804016_student_uwtsd_ac_uk/Etg45FXXs3IKthmRR_mpx7UB2naY3274gcTjUEl4WOnBuA?e=IEgYiz

Assessment for learning

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Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
• Pupils can participate in the give one, get one task • Children can record information in the for of bullet points. • Pupils can give <u>a</u> informed argument for and against zoos.	• Pupils will <u>communicate</u> effectively with peers, listening to others points and be able to articulate their own points • Children will be able to write a bullet point list of <u>pro's</u> and con's on a list.

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

<u>Student-teacher</u>	Thomas Pearce	<u>Class:</u>	Dosbarth Cleddau
<u>AoLE or Subject</u>	<u>Language, Literacy & Communication</u>	<u>Date:</u>	13/11/19
<u>Lesson Focus:</u>	Write a list of bullet points through give one get one, to show pros and cons of zoos.		
<u>Meaningful links to Curriculum</u>	A variety of different types of talk (individual, group, formal and informal) from a variety of sources. Recount and summarise information. Share their views with different audiences. (LLC) Engagement in enquiries, individually and collaboratively. Opportunities to develop a curiosity about and an and appreciation of the natural world. (Humanities)		
<u>Meaningful links to: Cross Curricular Responsibilities</u>			
<u>Personal Targets (Linked to QTS and identified in weekly review)</u>			
• <u>Managing the learning enviroment</u> • <u>Ensure pupils understand the learning objective</u>			

End of Week 3 comment:

Tom's teaching is continually improving. He has built a good relationship with the children & they respect him. Tom's behaviour management is continually improving too & pupils are usually engaged. Tom has shown that he has researched & planned lessons beforehand with resources ready for each lesson. He has also shown that he is assessing his own teaching by altering & adapting lessons.

Ways forward discussed with Tom:

- Use of incidental Welsh in all lessons.
- Time management - ensuring time for plenary at the end of each session
- Guiding support staff in activities

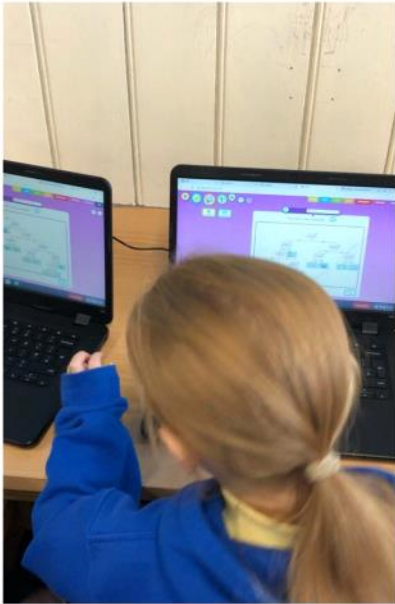
Cross Curricular Responsibilities

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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Thomas Pearce	Class:	Year 4
AoLE or Subject	English (LL&C)	Date:	04/10/19
Lesson Focus:	Produce a 'review chart' for tasters to be able to assess pupils baked goods.		
Meaningful links to Curriculum	- Plan their use of strategies and use an increasing range of structures. - The opportunity to communicate with others face-to-face, via digital or written means.		
Meaningful links to: Cross Curricular Responsibilities	DCF – The pupils will use the laptops to produce a chart to print off for the food tasters.		
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

Develop a review chart for review the foods for the GBBO event

Blend of approaches

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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Thomas Pearce	Class:	Year 4
<u>AoLE</u> or Subject	Humanities	Date:	11/11/19
Lesson Focus:	Identifying leaves -		
Meaningful links to Curriculum	• Outdoor learning, which includes exploration and first-hand experiences of places, environments and landscapes, to help them understand how the natural world works (this should include the learner's own locality). • Opportunities to develop a curiosity about and an and appreciation of the natural world.		
Meaningful links to: Cross Curricular Responsibilities	• Respond orally to a variety of stimuli and ideas, including written and dynamic texts, e.g. a painting, music, film, still and moving images • See and hear different people talk (including people with different dialects) and respond to what is being seen and heard • Contribute to group discussion and help everyone take part		
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - Identify different leaves from different trees. - Make a collage of different colouring of leaves.







Lesson Plan Phase 1**Lesson Plan – Step 1 Cynllun Gwers – Cam 1**

Student-teacher	Thomas Pearce	Class:	Year 4
AoLE or Subject		Date:	04/10/19
Lesson Focus:	Pupils able to navigate their way through supermarket and purchase goods to be able to cook with.		
Meaningful links to Curriculum	• Interaction with a range of social groups, both familiar and unfamiliar. (Humanities) • Rich language environments, and language(s) in a variety of first-hand, real-life situations. (LL&C) • Planned and unplanned spontaneous speaking and listening with a range of peers and adults. (LL&C) • Use their understanding of the equivalence and value of coins and notes to make appropriate transactions. (M&N)		
Meaningful links to: Cross Curricular Responsibilities	LL&C (Oral skills speaking to each other and also the shop assistant) Maths and numeracy (Adding the costs of ingredients)		
Personal Targets (Linked to QTS and identified in weekly review)			

Critical Reflection

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Professional teaching experience (PTE) for student teachers is the first stage of a continuing professional development (CPD) which is a prevalent factor in the student teaching developing the skills necessary to become an 'good' teacher. For many the PTE¹, the first block experience would be the first-time leading classrooms and lessons in their careers.

This essay will outline key aspects in regards to literature surrounding three pedagogical principles. Using this information, a critical evaluation will develop surrounding how the student teacher was able to develop their own understanding, as well as implement the principles in their classroom and the lessons. Within the critical evaluation the student teacher will cross-reference this with their examples of how it looked, through examples of lesson plans, comments from mentors and pictures.

Pedagogical principle: Good teaching and learning means employing assessment for learning principles.

Literature review

In successful futures (2015) Donaldson put forward 68 recommendations, 19 have some form of assessment mentioned in them. "[assessment for learning] is as relevant to good teaching and learning as it is to assessment". Where the new curriculum will have progression steps rather than the current outcome and level format of assessment, the ability to use assessment for learning and self assessment is fundamental to this new curriculum working. The new system will show what the pupils will need to do next to advance, rather than giving them a label.

The seventh principle Donaldson (2015) developed centres around assessment for learning in the classroom. To understand this one must know the difference between assessment of learning and assessment for learning. Assessment of learning, is a summative form, which will show what pupils have learnt. Whereas assessment for learning is a summative tool, which can show what the pupils need to learn next. (Black and William 1998).

Formative assessment is a way for the teacher to understand what the pupils know, or don't know. Therefore they can plan what needs to happen next to get to the stages required. It may be pushing the pupils further, or if the teacher needs to go more in depth about a particular subject or idea. (Trauth-Nare and Buck, 2011). The teacher needs to have developed an environment where the pupils feel comfortable in expressing when they don't understand something. Assessment for learning will not be able to take place if the students don't buy into this idea, they must know they won't be in trouble for not getting something. When the teacher then gives feedback it should be guiding the pupils towards the end goal. In many cases in pioneer schools in Wales this will be through Inquiry based learning (IBL) or Project based learning (PBL). Whilst undertaking these student led forms, the teacher must give feedback through the learning process to promote engagement from students. Barron et al. (1998) clearly states that for IBL and PBL to be truly effective learning objectives must be shown from the start, feedback provides stepping stones on where to go next and self assessment also falls into the frame. The feedback should centre around what they have achieved so far, including where they have come from to get there (Brookhart 2008). Where in summative assessment you would generally wait until the end of the unit to assess the pupils, assessment for learning enables the teacher to establish if students need extra help, access the learning objectives/success criteria to see where they need to be going or just help clarify what needs to be done next to a pupil who may have lost their way. (Trauth-Nare and Buck, 2011).

Critical reflection

Prior to the PGCE for primary course, I was unaware of the difference between assessment for and of learning. Through readings given, and further information sought after, I can understand why assessment for learning is so widely pushed within the new curriculum. A key use of assessment for learning in PTE was through mini-plenaries, where I could call all the pupils in at any point after the main task had been set. The mini plenary had two main

benefits; firstly, if the pupils are visibly struggling to grasp the concept of the task, I would be able to bring them in and show them either a different way or by making the task simpler easier to understand. The second benefit was that I could see which pupils would need more personal help, after they got back to their seats, even bring those who particularly struggle in and set them 'easier' work to start them off with myself. Phil Beadle (2013) alludes to the fact these mini plenaries must have the learners progress as the vocal point, and not something that is put into the lesson just so you can say you've done it.

The plenaries job is to help the pupils remember what they have learnt up to that point in the lesson. Learning doesn't end at 10 a.m, 10:30 am or 11:30 a.m, the lesson truly end when the teacher can see that the pupils are on track or have hit the lesson objectives give to them at the start of the lesson. In a mini plenary a teacher can asses if the next lesson they class can move on, or if more time is needed on the subject (Hattie, 2011)

Pedagogical principle: Good teaching and learning regularly reinforces cross curriculum responsibilities including literacy, numeracy and digital competence and provides opportunities to practice them.

Literature review

Barnes (2015) describes cross-curriculum as 'when the skills, knowledge and attitudes of two or more subjects are applied to a problem, theme or idea.' If teachers are able to introduce cross curricular lessons, it would promote authenticity in teaching and learning. This falls in line with Donaldson (2015) principle of good teaching and learning comes from an authentic context. (Lucas et al. 2013) Using both authentic context through cross curricular experiences teachers can give the pupils learning that applies to real life situations.

Through Donaldson (2015) successful futures aims to progress the pupils through understanding local issues, understanding themselves and understanding global issues. Cross curricular work lends itself to inquiry based learning and project based learning. Rowley and Cooper (2010) argue that only through cross curricular work can a pupil progress learning at all levels.

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When assessing the curriculum in England (Ofsted 2010) found that 'there is no necessary conflict between single-subject learning and cross-curricular learning; both can exist profitably side by side' In a previous report in 2002, Ofsted discovered that cross-curricular activities made better use of time over long periods in school days. The lessons covered whole themes whilst using different subjects. Expertise and abilities learnt from one subject in multiple occasions could be used in other subjects. (Barnes, 2013) This meaning repetition of tasks reinforced pupils learning.

In previous research into cross curriculum, many authors state that pupils may suffer if cross curricular lessons planned aren't creative learning experiences. Pupils believe that they aren't progressing as they aren't consistently receiving grades, leading to little self-belief and loss of confidence. Barnes (2013) argued that subject progression can be difficult to assess when two subject are involved, and almost impossible if there is more than two. This could happen through more experienced teachers who have worked in the profession for many years, who haven't had training or experience in planning cross-curricular lessons and tasks (Barnes and Shirley, 2007). As Gardner (1993) expresses, cross curriculum needs to be used intelligently and not a phrase used for anything that may look like it. Cross curricular lessons should be used as a powerful way to generate creative thinking. (Barnes, 2013) Teachers that are able to share with likeminded practioners about their creative learning experiences, when always looking to improve themselves, are able enjoy what they do for a job (Barnes, 2013).

Critical review

Of the principles in question I believed this would be the easiest to examine in the lessons I had planned. To begin with in PTE1, the cross curriculum I used wasn't incidental, I was

putting it into lessons just to tick boxes. The example of this was in the first P.E lesson where I decided to have the pupils record their jump distances and record them on a chart provided. Thus completely going against Gardner's (1993) point that cross curricular activities need to be meaningful. Throughout PTE1 I believe it became easier to bring cross curriculum as I didn't necessarily have to think about it.

In lesson planning later in PTE1 I found that the cross curriculum was coming in more naturally. The lessons planned were all following the theme of the inquiry based learning projects of 'Should zoo's be banned?' rather than having all the pupils look at a map of the world and showing them where animals lived, they were given laptops and i-pads to be able to research where the animals that were seen in the zoo naturally come from. This is something that the class could have used books to find, but the ability to use technology gave precise locations. Students using technology are provided with instant feedback, which gives more learning time, and less time for the pupils to become bored (Koedinger et al. , 1997)

It seems easy to bring digital as a form of cross curriculum, but I have an issue with this. Technology is a brilliant tool to assist teaching, and it opens so many avenues for educators. But, the issue is communication. Linn (2009) argues that children's increased screen time decreases children social and emotional input into the school day. Although, children will engage with others who are using the technology, by helping and asking questions.

Having a week of observation prior to planning and teaching lessons myself will give me the opportunity to learn about the learners and how their lessons are formed. As there are many 'challenges' through the form of enhanced provisions, I accept that cross curriculum may be difficult to incorporate. Of the time spent in the class there isn't a huge amount of technology used, and due to the age both numeracy and literacy are taught through single subject lessons. It is my goal to see where I am able to bring in cross curriculum into the class, and show the current staff where there are opportunities for it.

Pedagogical principle: Good teaching and learning means employing a blend of approaches including direct teaching

Literature review

In educational journals, books and research the phrase blended learning has been used for numerous years. To begin with it would mean using technology as and when possible in the within the curriculum (Benson and Anderson, 2010). But within the context that Donaldson (2015) has requested blended learning to be one of the principles, he means "A wide repertoire of teaching methods" in which "experience from varied and appropriate environments occurs."

Any activity that gets the pupils excited is a huge motivator. These types of lesson aren't always the ones that need the most planning, or most resources. These are the tasks where the children really buy into the lesson and open their 'enquiring minds'. Tasks that are physical, creative or produce problem solving generate deep, meaningful transferable skills (Panksepp, 2014). A lot of learning that happens in school is informal, many experiences that pupils learn from outside the classroom, "Casual, unplanned, social and multi-sensory modes of learning" can be as influential as a well-planned lesson (Barnes, 2018). A point both Perkins (2009) and Knight (2013) agree with; lessons or 'learning experiences' should aim to be emotionally significant to the individuals. Many of these types of occasion will happen outside the classroom setting, or if in the class it would be a lesson very different from direct teaching. Even with this, direct teaching shouldn't be overlooked, there are tasks where direct teaching is needed. Through direct teaching more teacher-student engagement is possible, instruction can be given, and children assessed throughout the task so that the lesson can be adapted as it goes along. (Gurses, Dogar and Gunes, 2015)

Transferable, useful learning is more likely to happen from events where the student has really bought into it. Alexander (2010) stated learning cannot be put on to a student but has to be accepted and taken in by them. It has to be given meaning that the pupil, where they believe they are getting something back from it.

For the pupils to truly engage in a task or lesson Jeffery et al. (2012) advise that there needs to be four links; clear lesson structure, obvious learning objectives and success criteria, tasks that keep the pupils within their zone of proximal discovery (Vygotsky, 1978) and appropriate feedback through assessment for and of learning.

Re-engagement in tasks appears multiple time in the literature surrounding blended learning. Where the teacher engages the pupils in the 'learning experiences' it may appear pupils are learning, but they may just be enjoying the task. (Tuckman and Harper, 2012) Planned mini-plenaries may be needed to re-engage the pupils and ensure that they understand what is needed of them from the task. Monitoring of the pupils is key to this, if the teacher is able to view as many pupils as possible, they should be able to tell if there is full engagement and understanding. Truckman (2007) recommends these plenaries are planned but are not always necessarily used. On occasions the students wouldn't benefit from being stopped to discuss, the teacher would be better talking to mini groups of pupils who they can see are struggling.

Critical review

Prior to starting the PGCE in primary I hadn't set foot in a primary school classroom. I hadn't seen how schools were now taught, thinking back to when I was in school, where direct teaching was a huge majority of what happened. I was aware of the new curriculum being introduced in Wales but wasn't entirely sure what it entailed.

When starting a new enquiry journey the classes use something to spark the pupils imagination, through a visit, a trip or through a foreign object. During PTE1 the class visited a zoo, to help looking into the question "Should zoo's be banned?". During the visit the pupils were able to have a session with keepers from the zoo, along with a sheet with questions and information they wanted to find out during the trip. Away from the questions being asked by the children, the benefit of the trip is that the pupils would be able to embrace the information available, as Barnes (2018) advises, a lot of learning happens outside the classroom through unplanned and casual settings. Having a talk with a zookeeper and with all the information available from signs sporadically placed throughout the zoo. This gives organic, meaningful background to information found out.

When back from the trip the class had discussed that they wanted to know more about what native animals were, and why a lot of the animals in the zoo wouldn't normally be found there. This enabled me to use the newly opened school garden to firstly discuss habitats, what could live in it, moving onto food webs. These lessons could be ones easily taught in class with i-pads and laptops, but bring the children outside to actually see and touch what we were discussing involved them with the learning. In this case the children were given meaning to why animals had to live in certain areas and not just told, and why they would eat particular plants or insects. A point in which Alexander (2010) has widely visited, the students should be seen as empty vessels, the only way to fill them is to involve them, flooding them with information doesn't always fill.

The second part of PTE will be in the foundation phase, I believe that this will give me numerous opportunities to use a blend of approaches for teaching. A key way for me to understand what can be done in class is through the observation week. During this week I will be able to shadow the teacher as well as watching all aspects of how the class day unfolds. The foundation phase classrooms in the school all have outside spaces, which are utilised throughout the year. The ability to have sessions freely outdoors enables lessons to becoming learning experiences. Where Panksepp (2014) advises meaningful experiences are produced from physical, creative and problem solving. All things that can be brought out in lessons outdoors as well as enhanced provisions that pupils can pop in and out of throughout the day.

Conclusions

Throughout PTE1 I believe that the illustrative examples have shown that I have vastly improved using the principles, mainly through comments made by the class teacher. My knowledge surround what the principles meant to begin with was a disadvantage, but through extra reading and actually getting experience I was able to develop my skills. I went from using the principles within my lessons as just tick boxes, as shown in the first P.E lesson taught, to fitting in blended learning through technology and blended learning when looking into habitats and food cycles.(Show in lesson plans in the illustrative examples). In PTE2 blended learning looks to already be massively in place, but cross curriculum I feel may be hard to hit naturally. With little to no experience in the foundation phase I will continue to read as much as possible at the same time as leaning on the teachers who are already in the job.

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