

Title Page

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Pathway: Primary PGCE

Total of words: 3300.

	Target	What have I done in this assignment...
Target 1	Darllena yn fwy eang o gwmpas y pwnc. Defnyddia ganllawiau cyfeirnoddi Harvard yn gyson trwy dy gwaith i gyd. To read more broadly around this subject. Use Harvard referencing guidelines throughout your work.	In this assignment I have read a number of Government policies and academic reading in order to develop a structure for this essay. I believe Government reports are just as essential as academic reading as it gives an everyday-life perspective on daily happenings.
Target 2	Rhaid datblygu beirniadaeth yn dy waith yn hytrach nag ysgrifennu disgrifiadol. You must develop critique in your work instead of a description.	The second section of this assignment asks to critically reflect on our first experience, therefore, I have taken this target on board and tried to be more critical about my work and understand how I can improve in many different areas.
Target 2	Prawf-ddarllena dy waith yn fwy trylwyr, a defnyddia Cysill i wirio dy iaith. Proof-read your work and use Cysill to check for any mistakes.	As i felt more comfortable doing this assignment through English, i was not ale to use Cysill as a form of correcting my work. Though, I did seek support from many different family members to proof-read my work and to suggest any areas I could improve on.

Introduction

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There has been a set teaching curriculum in Wales for many years which provides information and guidelines on the appropriate subjects that children should learn, and the format in which they should learn during their time at school. In 2015, Donaldson was asked to review this curriculum in order to improve the quality of content within and to improve educational standards on a wider scale. The review was conducted in order to reinforce the curriculum's objective of meeting children's needs, to better the overall standard of learning outcomes and in the long term, to prepare children for a successful future. One of the main outcomes of the Donaldson's new curriculum is the assessment criteria. Assessment is now being incorporated into learning rather than being something that is done after a certain time period. (Donaldson, 2015. P5-7).

During my time undertaking part one of the Professional Teaching Experience (PTE), I took some of Donaldson's pedagogical principles into deep consideration in the time teaching and assisting learners. In subsequent to the research conducted on the principles, it was clear what aspects of teaching/learning needed further focus and what aspects were required to put into practice in order to secure good teaching practice. Due to this, the three principles that will be focused on in this assignment will be:

- 1) Good teaching and learning means employing assessment for learning principles.
- 2) Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.
- 3) Good teaching and learning sets tasks and select resources that build on previous knowledge and experience and engage interest.

Portfolio

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Below, in the three separate tabs, it will explain how I put the three pedagogical principles during my first Professional Teaching Experience (PTE). This includes images of children's work, examples, presentations and many more strategies I used with the children. It flows in the following order:

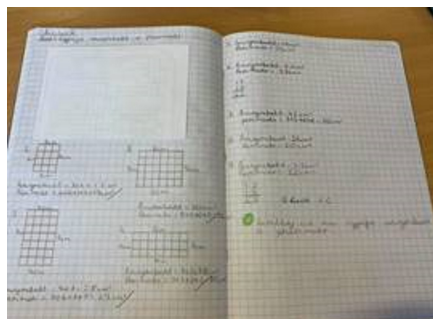
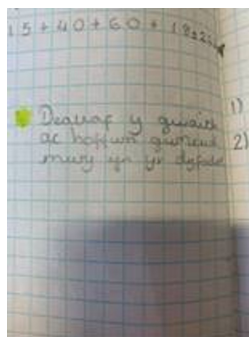
1. Assessment for Learning
2. Cross-curricular responsibilities
3. Tasks and resources to engage interest.



AFL

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Traffic lights



The pictures above show the children using traffic lights in their work to evaluate how well they understood the maths lesson. Using this in books is effective as some children may not want to express verbally how they felt about the work. I used this as a different method of AFL as I wanted to see the children's reaction. Through this, I discovered that majority of the colours in their books were green. This made me feel relieved as I felt a sense of accomplishment for that lesson. I believe using this, children can be truthful about how they feel as it is personal to them and the teacher.

Tweet what you learnt today



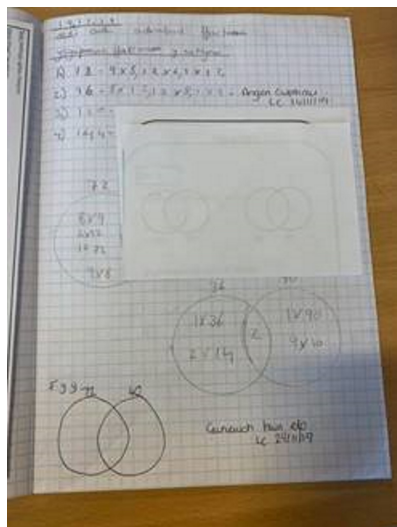
Another strategy of AFL I enjoyed using was 'tweet what you learnt'. This gives more of a real-life experience to children as they use twitter in the classroom and as a whole school. I seen that children really enjoy using this method; therefore, I will be using this again. I then asked the children to use three hashtags of what they learnt during the lesson and I was very pleased with their responses. They also had to write this tweet in 140 characters which made even more of a real-life experience for them. This technique is another beneficial one, as the teacher can see what exactly the children got from the lesson and what they need to do to improve it next time.

2 words / 1 fact you learnt today



Following a Religious Education and Art lesson, I asked the children to write on a post-it note two words they had learnt in the lesson and a fact. All children participated in this and enjoyed this method very much. They then had to put the notes on the white board as the left the classroom. After they had left, I studied these notes carefully and all children had done exactly what I had asked and their work was very effective. This was a new strategy that I hadn't heard of before the new curriculum, therefore, this was a trail, and as previously mentioned it was successful.

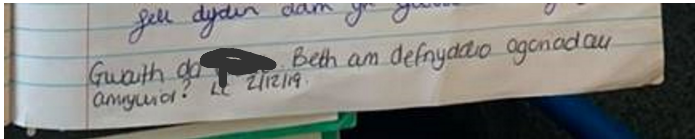
Feedback – my response is...



This method is used by the school, after the teacher marks the work, if the children have had a question wrong the teacher will re-write it at the bottom of the page where the children then go back and correct it. This is called 'my response is'. This is done throughout many different lessons including maths, language and humanities. This is effective for children as they are then aware how to correct their own work and their progression steps. As I was unfamiliar with this, I did not use this regularly as it was something the teacher used as her method of marking. Looking through the children's books, I will adapt myself to using this as I believe is it very beneficial in a way that the children can see where they went wrong and are able to correct it for themselves.

Feedback





Feedback is crucial for children to understand where they are able to improve and steps for progression. This picture shows a piece of writing by one pupil, which in fact was very good. After reading through this work, I suggested that they could include varied openers in their paragraphs. After speaking with this pupil, they took this on board and used this in their next piece of writing. Written and verbal feedback are just as important as each other. After I make suggestions or give feedback in pupils' books, I am keen on explaining why I have put it there and what they can do to improve next time.

Lollypop sticks

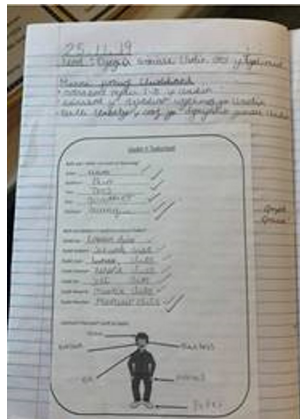
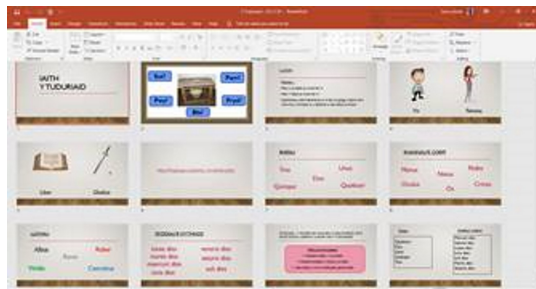


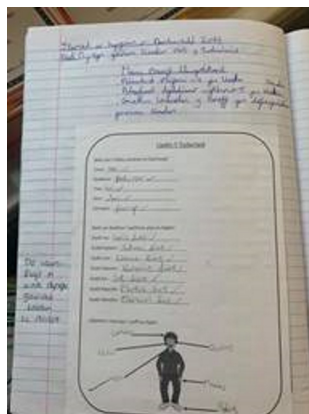
A strategy I used most lessons, and will continue to do so, is using lollypop sticks to question children. Some children don't like teachers using these as there is a chance their name will be drawn from the pot. I found this as a great technique to ensure all children are involved and engaged in every lesson and task. The class I was working with, didn't seem to have a problem with using lollypop sticks, and in fact they encouraged me to use them in other aspects away from teaching. For the purposes of ethical considerations, the names on these sticks have been turned over, though every stick has a name of a pupil in the class.

CCR

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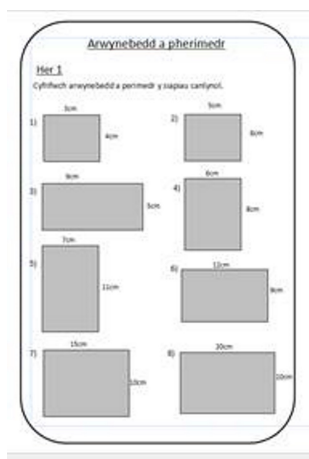
Latin





This is a lesson I conducted with the children on their theme day which was the Tudors. The day was based around lessons on the Tudors and I decided I wanted to teach the children Latin as this was the language used in those days. I firstly used a presentation to introduce some rules of the language, and then went on to use a website where it gave the pronunciations of Latin words. Following this, I created a work sheet where they had to identify the Welsh and Latin words and label parts of the body in Latin. I also planned for the children to use an app called flip grid to recite these Latin words as a pair, though unfortunately this did not work. Therefore, I had to gather the class back together and we filmed the whole class reciting these Latin words and phrases.

Building on knowledge



Arwynebedd a pherimed

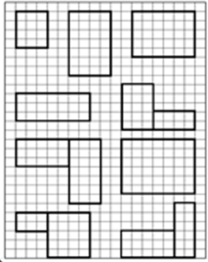
Hys.2

Cyfrifwch arwynebedd a pherimed y siapiau canlynol.

Nodyn: mae pob sgwâr gwerth 1cm.

The grid contains 12 rectangles. Their dimensions (width x height) are: (1) 2x2, (2) 3x4, (3) 4x3, (4) 2x1, (5) 1x2, (6) 3x1, (7) 1x3, (8) 2x3, (9) 3x2, (10) 1x1.

Noduch: mae pob sgwâr gwerth 3cm



Arwynebedd a pherimetr

Hwr 3

Cyfrwch arwynebedd a pherimetr y siapiau canlynol.

1) 10cm, 5cm, 8cm, 15cm, 12cm

2) 38cm, 2cm, 12cm, 8cm, 12cm, 8cm

3) 15cm, 20cm, 15cm, 30cm, 25cm, 10cm

4) 30cm, 20cm, 15cm, 40cm, 20cm, 10cm

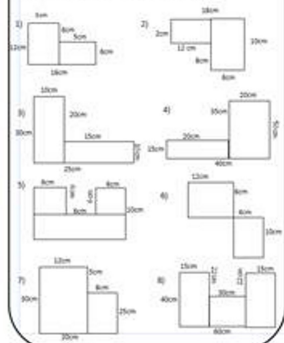
5) 8cm, 8cm, 4cm, 8cm, 20cm, 8cm

6) 15cm, 10cm, 8cm, 15cm, 10cm

7) 12cm, 5cm, 8cm, 30cm, 25cm, 20cm

8) 15cm, 10cm, 15cm, 40cm, 30cm, 60cm

Cyfrifwch arwynebedd a perimedr y siapiaw canlynol.



Not for public release or publication without prior approval

1. Mene angan astra newydd ar cas plâdrol y prysgl. Cost un metr o astra yw £1.75. Beth fydd y gost i gael astra ar gyfer y cas a ffer?



2. Ar gyfer ystafell wedi newydd Mica Cole, mae angen cerdded ar gyfer y tawr. Pwysu botwm isod i yrru £2.25, ffordd sydd yn cwtio Mica Cole ar gyfer y tawr eiddo.



3. Cyn hwylio carpedd i lawr, m'fydd angen i Maw Cole prynu
stoking ar gyfer yr ystafell. Ffôn ystyried y masnachau gŵta
cost un mawr o £1.10, beth fydd y gost ar gyfer yr ystafell
gyfer?

4. Anwynabwiti prafeli bwyd Mawr Cole yn Wlwr?

Pa twrdi bydd yr addysg yn gyswrtu'r ysgolwr?

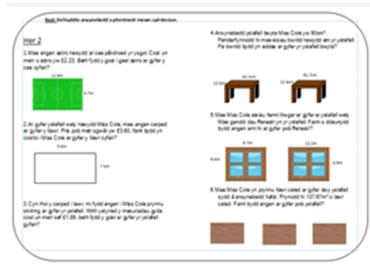


5. Miss Miss Cate esau ferni ferar ar gher ar ystafel wyl.
Mae ganddi dau fferari yn yr ystafel wyl yn hollt. Yna,
mae trik pyrru 21 fer² a ddawydidi, beth yr anghyhoeddi
ydy fferari?



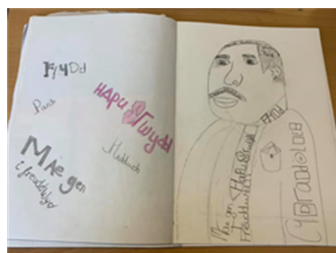
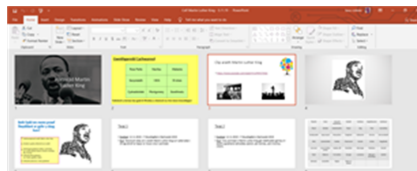
6. Mae Wlad Cymru yn pwrnu lleucaled ar gyfer llywodraeth sydd â swyddogaeth hyspwrdd. Prynodd hi 110,000 o'r lleucaled hyspwrdd aros ar y fferm honno?





These are examples of resources I created whilst teaching area and perimeter in mathematics. The first three pictures are of a task I designed to introduce the children to the new topic. I planned three different challenges for this where it built on different levels of knowledge. The children could decide on what challenge they wanted to do and if they had finished, they could move on to one more challenging. The second two pictures are a task I created for the following day building on the work we completed previously. It is still based around area and perimeter though I have put it into context. This is one example where I built resources based on previous knowledge.

Religious Education and Art



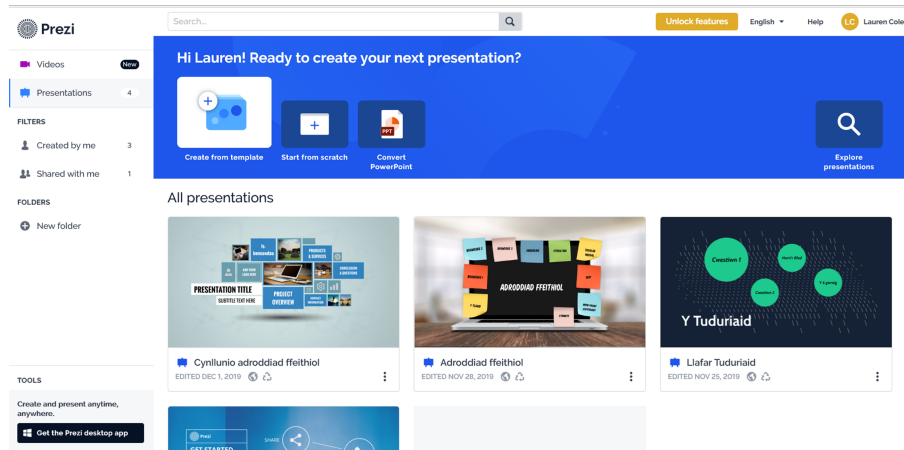


Above is an example of an integrated lesson I conducted between Religious Education and Art. Firstly, I used PowerPoint to introduce the lesson objectives to the children and had them discuss different words themed around Martin Luther King. I then showed a YouTube video to them of his famous speech "I Have a Dream" in which he performed in America in front of millions of people, and the influence it had on the whole world. The aim of the lesson was to discuss the varied words he used in his speech to create a portrait of him, but with experimenting with different words first. This brought many cross-curricular responsibilities into the lesson such as literacy and digital competence.

Option 3

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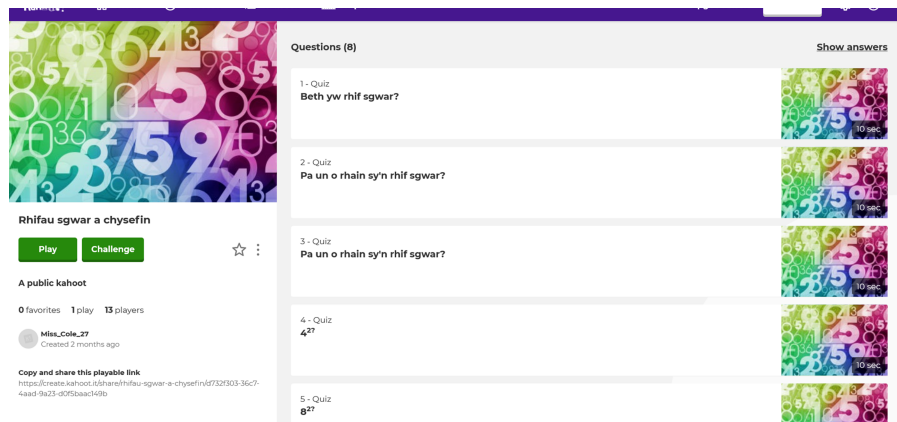
Prezi



Following a meeting with my class mentor, we decided one of my targets would be to use a variety of different ways to introduce the lesson/topic. It was decided I tried Prezi as a visual technique. I very much enjoyed creating these presentations on this software and the children loved it too. Though, often I had problems in using Prezi and it would take a long time to create one presentation as it made the computer very slow. To overcome the issue, I ensured I had a PowerPoint presentation on a hard drive as a backup. This proved to be a great interactive way of introducing different topics and lessons as I could stop the presentation at any time for the children to get on with a task, then come back to it for the next section. I will be using Prezi as a visual learning method more frequently in my next experience.

Kahoot!





Kahoot! was very beneficial and it was clear the children loved this very much. It is a great way of attracting pupils' attention and gaining their engagement in the lesson. I created a Kahoot! quiz to revise what the children had done in a number of mathematics lessons over the week. From this, I could see where further improvement was needed and how I could go around doing this. All children loved the competitiveness of this quiz and it increased discussion between their peers and myself.

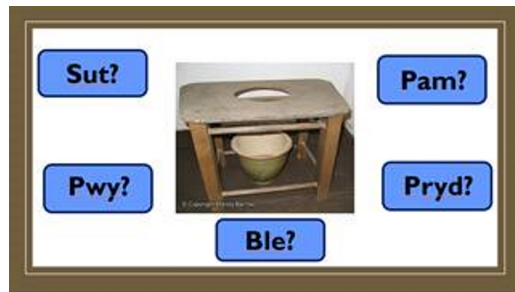
Sharing good practice



After a discussion with my mentor, we agreed I needed to include more influential starters in my lesson. Kindly, they shared the 'sharing good practice' presentation with myself so that I had an idea on how to do so. As I revised this and made some resources based on these, I could see they were very effective and I began to use them more frequently. By doing so, I gained the engagement of all pupils especially when they were able to discuss with a partner or the class about their thoughts.

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Starters



From looking at the presentation my mentor advised me to consider, I made my own openers and starters for each lesson. Sometimes these took 2 minutes sometimes they took 5-7, it all depended on the length I needed for discussion and the introduction. I found these very beneficial as starters to gain attention and interest of the whole class. The slide on the left is where the children had to discuss with a partner the picture of an old-fashioned toilet and come up with answers to the following questions: how, who, where, when, why? The slide on the right is where the children had to crack the code before they found out the focus of the lesson which was a factual report. They enjoyed this very much and got competitive in doing so.

Assessment for Learning

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Donaldson expresses the importance of constructive and meaningful feedback on children, where teachers adapt their teaching techniques and materials to meet the needs of the children. Feedback is valuable to children, especially those of an older age, individuals take this on board which makes them think and adapt their behaviours to their next steps of learning. Peer marking and feedback is also a rising strategy of assessment for learning as children learn to assess their own and peers' work and give constructive feedback on the work accordingly. Through this, children are able to identify strengths and weaknesses in different areas. (Donaldson, 2015. P67-68). Research shows that motivation and performance of children is increased from the use of assessment for learning strategies. Assessment for Learning is classified as the process of finding out where a learner is at present, recognising where the learner needs to be and guiding them on how to get there. This is based on the actions the learners make in order to reach their potentials, where they have more collaboration to construct and take responsibility for their learning. It gives them the opportunity to reflect, monitor and self-evaluate their own progress from experience. AFL is linked closely with 'developing thinking' in which both share similar characteristics. In order for AFL to work effectively, the learners must be able to think critically and in a mature manner. There are three main areas of AFL, questioning, quality of feedback and, peer and self-assessment. (Welsh Assembly Government. P-3-10). Formative assessment is a new aspect being introduced in 2022, along with the new curriculum. This is a developing method of assessing learners through a 'do-able' approach. It will be cross-curricular which will identify the next steps for learners and enable them to track their progress. (Wilson and Miller, 2016. P8). Black and William (1998), argue that formative assessment materialises when the evidence collected is revised in order to transform the teaching to meet the needs of the learners. The study conducted by Black and Williams, suggests that formative assessment produces significant learning gains. In this study, the learning gains were measured via average in tests scores of the learners. They also believe that formative assessments benefit those who are low achievers which in turn raises the achievement levels overall and reduces the gap between the higher and lower achievers. Identifying learning gains holds a greater significance to those who are lower achievers as it boosts self-belief confidence in their ability to achieve their intended goals and targets. Past research advocates that formative assessments are a massive contributor to success. The reason behind this is because learners recognise the difference between good and poor-quality work and can identify areas of self-improvement in order for them to reach higher standards. A learner who has positive and constructive feedback is likely to maintain motivation and will continue a high work ethic in regards to their work. In result, this builds their confidence and creates a sense of self-efficacy which enables them to develop further. It is reported that peer feedback is also very effective as peers enjoy listening to what others have to say about their work, also, the more able learners can assist the less able learners in their work. Through taking responsibility for their own learning, this increases independence where they are able to reflect on their experiences. An opportunity also arises for teachers to reflect on the lesson when the children are assessing their learning. Along with this, there are challenges connected with AFL, the biggest being misunderstanding. Often the term 'assessment' can be frightening to many learners which can caused confusion and a sense of apprehension. Time is a big influence of the delivery of AFL in the classroom and often needs in-depth training in order to do so. Although feedback is mainly a positive aspect, it can be seen as negative if the wrong words are used, therefore, being careful on the choice of vocabulary during the feedback process crucial. (Cambridge Education, 2019).

Cross-Curricular Responsibilities

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With the new curriculum coming into force in 2022, there is a big emphasis on cross-curricular responsibilities rather than the education of individual subjects. This means that cross-curricular responsibilities, such as literacy, numeracy and digital competence will be incorporated into teaching together as opposed to being delivered separately. The idea is that these are done through teaching and learning in a natural way rather than being forced into a lesson.

Although the curriculum has been reformed, there are fundamentals which must remain constant for the learning of all children and young people. Literacy and numeracy are two of these vital responsibilities that is needed to succeed in everyday life and will prepare the children for the future ahead of them. The revised curriculum includes an additional cross-curricular responsibility which is digital competence. This can be explained by the rapid rise in the use of technology and technological developments. It is believed, due to the rising use of ICT, digital competence has almost a parallel status as literacy and numeracy in children's learning. Donaldson reports that children should have regular opportunities to develop, expand and put the cross-curricular responsibilities into effect. (Donaldson, 2015).

Along with the three cross-curricular responsibilities, Donaldson has introduced wider skills into this section of his report stressing the importance of these to prepare young children for modern life and work. These are also vital for children's learning as this is what will be beneficial for them for the future. There are four main skills listed are:

- Critical thinking and problem solving,
- Planning and organising,
- Creativity and innovation,
- Personal effectiveness.

All of which are as important as one another, and work alongside the three responsibilities previously mentioned. The new 2022 curriculum will change the way they use 'core' and 'foundation' subjects in schools. These will be put into six Areas of Learning and Experience where the cross-curricular responsibilities will be embedded into the learning that way. By having the six AOFE, it gives balance in pupils' learning rather than having a main focus on 'core' topics. (Donaldson, 2015. P39-68).

Literacy, numeracy and ICT should be incorporated into tasks where it is natural and beneficial to do so which in turn enhances the learning of the children. The aim of this is to provide the children with real life experiences of these cross-curricular responsibilities which will benefit them in the future. By doing this, teachers put challenges on focus tasks which will be based around the three responsibilities and planning tasks to provide the children with the best opportunities to enhance their literacy, numeracy and digital competence skills. (Estyn, 2018).

Whilst reading a report on a particular study carried out, it is clear that cross-curricular responsibilities have some benefits but also some challenges in the recent years where teachers, especially primary, were "apprehensive" about the new cross-curricular responsibilities. Parker *et al* (2012), states that cross-curricular teaching supports learners in many ways as it is more relevant to

their interests. The study also suggests that the approach of cross-curricular teaching is also improving the engagement between teacher and pupils. Many believe that by using a cross-curricular teaching method, it reinforces skills that is used elsewhere in the curriculum which assists the learners to think more broadly. Teachers who took part in the study achieved by Parker *et al*, believe that combining subjects may help to deliver the curriculum more effectively and consequently will allow greater flexibility for the lessons to flow. On the other hand, they believe that cross-curricular teaching has a risk of focusing on one subject more than another, this may become apparent when trying to achieve multiple learning outcomes in one lesson. This can come across confusing to pupils and in result they begin to show signs of disengagement. The inclusion of the cross-curricular responsibilities has increased the demand on teachers in terms of preparation. Increased workload during the planning and organising stage has occurred in order to find links between specific themes.

Option 3

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This principle focuses on how teachers set tasks and how thorough research can positively impact the choice of resources, which in turn can be advantageous to engage interest of the children and to further their knowledge and experiences. Every child learns in a different way and all have their own preferred methods of learning. Though saying this, it is essential that the teachers plan their lessons and resources based on this approach and they don't use the 'one size fits all' approach. Every child has different needs, therefore, this is another contributing factor of this principle by Donaldson. Although this principle is effective in ensuring all needs are met and children enhance their knowledge, it is also important not to use specific grouping methods for the children as they prefer not to be grouped via their abilities. This principle gives teachers freedom in preparing their lessons based around different experiences and learning resources. (Donaldson, 2015. P67).

The choice of resources should be based around children's personality and their needs. Resources should be stimulating and informative, this way it will enhance engagement in children. It is vital to explain the purpose of each task and lesson to the children as they know what are the expected outcomes. This will create improved motivation in children and the want to learn and cooperate within tasks. The effectiveness of resources can be evaluated through motivation, gained knowledge, interaction and accomplishment of a task. (Bušljeta, 2013. P58-60).

Harrison (2003) illustrates the potential benefits on the use of different resources to receive children's engagement in lessons. He reports that using software such as Microsoft PowerPoint is important as it is visual and children learn better via visual sources rather than orally. This can include pictures, diagrams, animations and different fonts. It is very engaging to children when they can see something rather than listen to every word. PowerPoint can include key points and can be used as a supporting tool for teachers. Videos are also valuable as this is what attracts children's attention the most. When they get the opportunity to watch a clip or video it stimulates discussion and questioning around a certain topic. In today's practice, the use of whiteboards are increasing with many different ones available. The writing and the interactive whiteboard are often used in introductions and as a method for the children to display their work at the end of the lesson. This can be incorporated in the AFL strategies of feedback for the children.

Amjad (2018. P1-3) reports that an engaging lesson is when the pupils are actively participating in their learning. Engagement can also be seen as being challenged. Many children enjoy being challenged which then boosts their confidence when being told they are correct. This is important for improvement and development of the children as there will be a better chance of them challenging themselves in every task they participate in. An engaging lesson is created when the teacher firstly thinks about what they want their children to achieve. The lesson and tasks are then based around this assumption. Active learning or active listening is when pupils are engaged with each other or the teacher. This is effective within team work, children benefit from working in pairs or groups as they are able to share ideas and build on new ones. Through this, it increases engagement with one another and then wanting to engage with the teacher to recite what they have discovered. (Frondeville, 2009).

Critical reflection

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Principle 1

I really enjoyed learning about the AFL strategies that is related to the new curriculum and more importantly I thrived off putting them into practice during my lessons. Sometimes, these were done during the lesson or after the lesson, I had planned them where it fit best. In my opinion using the lollypop sticks technique in order to decide which pupil answered functioned very effectively, as it gave everyone in the class a fair opportunity to answer the questions I gave. Goodrich (2012) demonstrates how the use of the lollipop sticks engages all students and dismisses the concepts of favouritism within children and keeps them focused as their name could be next. Another strategy I believed was effective was using traffic lights in the children's books. This technique allowed me to see exactly how the children felt after doing a particular topic, where maybe they wouldn't want to share in front of the class if they were not confident about the work. I also adored the think-pair-share approach to AFL as the children loved to communicate with one another. I tried to use this frequently as this was one of the best techniques for communication within the children. Watching them discuss certain topics and building on ideas was fulfilling as they were then able to express their discussions to the class. One of my favourites was 'tweet something you have learnt'. The children thoroughly enjoyed this activity as it posed a 'real life' experience for them as they use twitter daily in the school.

I put many other AFL techniques into my teaching which was very beneficial such as:

- Questioning
- Feedback
- Quizzes
- Feeling, learnt, question
- Write something they have learnt on post-it notes
- Showing thumbs for understanding of the work and to decide what challenge they wanted.

Principle 2

Personally, I don't feel I had many opportunities to put these cross-curricular responsibilities into practice during my time in PTE1. There were some tasks and lessons which embedded these naturally, though some of which they did not fit, specifically in terms of digital competence. I used a form of PowerPoint almost every lesson as an introduction into the lesson or new topic, though this did not include much opportunity for the children to experience this during their learning. The school I am attending have not yet started putting the new curriculum into practice, therefore it was difficult for me to do so. There was one lesson that stood out in particular and that was a Latin lesson I had done with the children. During this lesson we used an online website to hear how Latin words were pronounced and then we copied. After that, the children had a task to in identifying Latin words and Welsh words. To close the session, the children have an app on their school iPad called flip grid. This is used by the children to record themselves reciting

something where they could then play it back. Unfortunately, the end of this lesson did not go as planned as many of the iPads wouldn't work. Though, as a substitute I gathered all the children on the carpet and filmed them all reciting these words as a class. Literacy is almost present in all lessons whether that may be Welsh or English, but it was proven quite difficult to enforce numeracy and ICT in some lessons.

In order to ensure I am able to put the cross-curricular responsibilities and wider skills into practice during my next experience, I will create lesson in which they are enforced naturally instead of being forced into where it does not fit. By doing this, I will study the skills from the 2008 curriculum and embed where possible.

Principle 3

After looking through the curriculum 2008 for ideas on lessons, I decided I would create all my resources from scratch including presentations, work sheets, games etc. Once I found what skill I wanted to focus on I then did some research into it and created the best lesson I could for the children to get the best possible experience. The school had shared a presentation with me on good starters for lessons. I took this on-board and decided I would do something fun as a starter for each lesson before continuing with the introduction. I found this a lot of work for myself but I know this would benefit the children in their development of learning and it would also benefit myself in understanding how to do this for the future. I used many different softwares for this including PowerPoint, Publisher, Prezi and Kahoot. I thoroughly enjoyed making these resources as I gained a lot of knowledge by doing so. In order to cater for every pupil, I made sure there was enough of a challenge for the lower, middle and higher attaining children. After analysing the targets I had been set, I decided to use Prezi as a different form of introduction to PowerPoint. When Prezi operated to its full capacity it was very user friendly and appealing to the eye, although saying this at certain periods it did not function correctly or to the standard that was needed, therefore, had to revert back to using PowerPoint in which I kept as a backup.

I very much enjoyed using Kahoot as a quiz for the children as it was a valuable tool that created engagement and instantly drew the attention of the pupils. Revising Plump and LaRosa's (2017) report, they also believe that Kahoot! is a beneficial way of getting pupils attention as the music and bright colour brings excitement to the classroom. I also discovered, which is backed up by this report, that Kahoot! assesses the knowledge of the pupils through the use of quiz and competition. All that is illustrated in this report I also found true myself. I believe that Kahoot! is one of the most beneficial websites for AFL that can be used.

Going further, I will analyse Frondeville's (2009) ten rules of engagement to ensure I have all the skills needed to engage with the pupils and to create the best possible experiences for them.

Conclusion

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Looking back on my PTE1 experience, I believe I put principle one and three into better practice than principle two. It was difficult to practice principle two when the school has not yet introduced the new curriculum principles into everyday practice. By knowing what I know now from research and personal experience, during PTE2 I will ensure I work harder towards including principle 2 aspects into my lessons alongside focusing on the other nine principles that Donaldson have set out in the new curriculum for 2022. I thoroughly enjoyed putting all these principles into practice and will continue to work on them in the future.

I have really enjoyed learning about the new curriculum that is ahead of us in two years and it has given me an in-depth insight of how I should be applying it. From this experience I understand my strengths and weaknesses that's associated with the curriculum, teaching and learning and I recognise what areas I need to focus on in order to improve and better my performance.

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