

Overview

Wednesday, December 11, 2019 11:42 AM

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

Pathway: Primary PGCE

Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	Aim to write in a concise manner avoiding lengthy sentences.	Cut down the length of my sentences. Ensured that my arguments are clear and straight to the point.
Target 2	Ensure your referencing/ Bibliography is correct and consistent with the University expectations.	Proof read my work numerous times to ensure that the referencing is all correct and consistent. Read the university expectations on referencing to ensure I have referenced correctly.

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1900166_student_uwtsd_ac_uk/EgEW9TFcnqFGhqVwoKnBhRYB9x4onIHCV56SAly9Rf4uAw?e=5Pb35R

Introduction

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As a training professional, the opportunity to discuss the progress of strategies that have been implemented during practice in order to develop professionally is important to improve on your own teaching (Kirton et al, 2007). This in turn, will improve pupils future learning (Hattie, 2009). Therefore, the purpose of this portfolio is to identify the strengths and further improvements required when implementing the three pedagogical principles; Assessment for Learning, Cross-Curricular Responsibilities and Authentic contexts for learning, in a Reception classroom to further improve my future teaching practice.

The school in which the teaching took place was a community school in the Rhondda Cynon Taff Local Authority (Estyn, 2018). Each year group is split into two classes based on their age, the teaching that is discussed during this portfolio took place in a Reception class which contains the older pupils. In this classroom, there are 29 pupils between the ages of four and five. There is a greater ratio of boys to girls in this classroom, and there are two learning support assistants and one class teacher.

AfL Example One

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Time	Activities/Methodology/Key Concepts (Teacher's Role - including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role -including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
20 minutes (9.15- 9.35) Opening phase (with links to prior learning)	Recap- Ask pupils if they can remember what the class teacher told them we would be learning about today. See how many senses they can identify. Provide an overview of the senses on the white board. Ask pupils to discuss with each other how we 'touch'. Ask a pair to share their answer with the class. Highlight different ways we can describe how different objects feel. Demonstrate this by holding a teddy bear and telling the class one thing that I think it feels like	Learners to sit on their thinking 'spots'. Think, Pair, <u>Share</u> to discuss how we 'touch'. Pupils to share ideas by saying aloud what the teddy bear feels like.	IWB- Twinkl EYS senses PowerPoint. Senses Song https://www.youtube.com/watch?v=IA1uLc1uEbl A teddy Bear.

Page 1 of 8 1,509 words English (U.K.) - 100% + Give Feedback to Microsoft

The above lesson plan was from a topic lesson on the senses, particularly looking at the sense of touch with a whole class of twenty nine Reception pupils between the ages of four and five on the carpet.

I had observed the class teacher using the assessment for learning strategy "think, pair, share", and it worked very effectively for this particular age range of pupils. This is because a lot of the pupils in the class are not confident enough to answer some of the questions, and so the same pupils engage with the questions more than others. This was my first day of teaching with the pupils and I was not sure how they would respond to me as a teacher yet, therefore, I felt it was important to develop every pupils confidence to share answers by giving them the opportunity to discuss the answers beforehand with a partner. Although the question 'how we touch' may seem a simple question, some pupils may have known the answer but may not have felt confident sharing it. Therefore, having the reassurance from their partner that they agree may give the more quiet pupils the confidence to share it with the class.

I felt that this worked very well as an introduction to my lesson as it gave me the opportunity to choose some pupils that can be a more quiet and I could see that although they were still quite hesitant to answer, they did provide answers to the questions. However, in reflection, I did not provide the pupils with enough thinking time before asking them to share their answers with their partners. I just encouraged pupils to discuss their answers with their partners straight away, whereas it is important that they are provided with the opportunity to think for themselves beforehand.

AfL Example Two

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		pictures.			
	Plenary	15 minutes Recap on the morning's lesson: - Identify if they can remember their five senses. - Identify if they can remember how we 'hear'. Read the 'Hear' Senses Book to deepen their knowledge on this sense.	'Thumbs Up' if they can remember all the five senses. Discuss aloud how many senses there are and how we hear.		'Hear' Book.

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I used the 'thumbs up, thumbs down' assessment for learning technique during the plenary of my topic lesson on the sense of hearing. I used this technique with a reception class of four and five year old pupils as it is a quick and simple way for the pupils to show me if they understood what had been discussed during the morning session.

During the observation week, my class teacher discussed how this is a common strategy used during lessons as the pupils respond well to it. It also allows us teachers to see who has understood what has been taught with the whole of the class, this is usually done when all of the pupils are sat on the carpet. After using this strategy with the class, I agree that it is effective in order to identify quickly how everyone is feeling regarding the work we have looked over. However, I also felt that it can possibly be an ineffective way as the pupils may not be honest if they do not understand the work, and this was quite evident during the teaching as the pupils were looking around to see what everyone else was doing before deciding whether to put their thumbs up or thumbs down. Therefore, to counteract this, I randomly selected the pupils who had their thumbs up to give me one of the five senses, and kept choosing different pupils randomly until all five senses were covered in order to help me see if the pupils did really understand what we had looked at.

In reflection, I possibly could have improved this assessment for learning technique further by completing it with smaller groups or individual pupils after the focus activity in order to gain a deeper understanding of the pupils knowledge on the topic lessons we had been covering. By doing it with smaller groups/ individual pupils rather than the whole class I would have been able to ensure that I involved all of the pupils in the class by having the chance to ask all the pupils in the group to give me one of the five senses, rather than only choosing five from the whole class of twenty- nine pupils. Also, this may have helped me to reduce the chance of the pupils copying what the other pupils were doing around them.

AfL Example Three

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Time	Activities/Methodology/Key Concepts (Teacher's Role - including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role -including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
20 minutes	Recap- "Show me how many senses we have". "What do we use our eyes to do?" "What do we use our hands to do?" "What do we use our mouth and our tongue to do?" "What do we use our ears for?" "What do we use our nose to do?" Play senses song (new one). Sense of smell teaching- "Can anybody tell me what sense we will be looking at today?" Read the 'Smell' senses book. Show pictures on the IWB- "What do you think this would smell like?"	Pupils to show me how many senses we have using their hands/ fingers. Pupils to put their hands in the air if they know the answer (If pupils are chosen but are not sure they can "ask a friend" to help them)- stick with this form of answering questions as it helps to control the behaviour on the carpet.	Senses song- https://www.youtube.com/watch?v=KUe1WCB4GcA 'Smell' senses book. Interactive White Board PowerPoint.

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Footer 2

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In my last topic lesson on the senses, looking at the sense of smell with a reception class of twenty nine pupils between the ages of four and five. I felt it was important to focus on my questioning during the lesson as I wanted to identify how well the pupils had understood what we had been looking at together for the past five weeks. Throughout this period of time where I had taught this reception class, I had noticed how their confidence had grown greatly when responding to questions. Therefore, I made sure to make my opening phase of the lesson interactive by including lots of questions where the pupils could be more engaged. During discussions with the class teacher, we also agreed that my lessons with the pupils on the carpet where much more successful when I had lots of questioning involved as the pupils responded very well when I was encouraging them to engage with the lesson, which is also why I felt it was important to include lots of questioning.

I chose to do a "hands up" approach when asking the questions as this method ensured that I could control the behaviour appropriately when on the carpet, as the pupils tended to lose focus quickly if I allowed them all to shout out the answers to the questions. I feel that all of these methods did work effectively during my lesson as it allowed all of the pupils to engage with the lesson, which then showed me how well they had understood and remembered what had been taught. However, most of the questions I asked were closed questions, and so they only had one correct answer.

In reflection, making the questions more open would have allowed for the pupils to have more of a discussion which would have made the lesson even more engaging. Although, the closed question did work in order for me to identify the pupils understanding.

AfL Critical Reflection

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Assessment is a core aspect of the education process (Ninomiya, 2016). Schools are increasingly under pressure to ensure that pupils pass tests and exams, which is why assessments are so important in the current education system (Kirton et al, 2007).

Assessment for Learning, also known as Formative assessment, involves daily interactions between pupils and practitioners which can be used to assess the pupils progress and development (William, 2018). Therefore, the greatest priority of Assessment for Learning is to promote learning within the classroom (Ko, Summons and Bakkum, 2013). Strategies of Assessment for Learning which promote this learning include questioning, providing feedback, sharing learning intentions and success criteria, and peer/ self-assessment (WAG, 2010). By including these different strategies of Assessment for Learning in the classroom, it not only benefits the pupils learning but also the practitioners teaching (Donaldson, 2015). Assessment for Learning benefits the pupils by involving them in their learning and the assessment of their own learning, by encouraging them to understand their achievements and how they can improve further (Ninomiya, 2016). Sharing learning intentions and success criteria is an important strategy of Assessment for Learning to encourage this pupil involvement (Ninomiya, 2016). Also, Assessment for Learning benefits practitioners as the frequency of the strategies implemented within the classroom helps to inform them on where the pupils are with their learning, and how they can adapt their teaching in order to help pupils improve further (Marshall, 2002).

Assessment for Learning is also a collaborative process, pupils can work together in order to develop their learning through peer- assessment (Kirton et al, 2007). Pupils and practitioners also work together by practitioners giving valuable feedback so that the pupils know what is needed of them to improve their learning further and what they can do to allow this improvement (Donaldson, 2015). By providing pupils with this opportunity to engage more independently with the development and improvement of their learning, this in turn, increases pupil's confidence within the classroom (Kirton et al, 2007). However, despite there being many benefits for Assessment for Learning in the classroom. Ninomiya (2016) suggests that Assessment for Learning is occasionally reduced to standard classroom tests, which is a summative approach to assessment rather than formative. This is because the education system is still highly focussed on tests and examinations (Kirton et al, 2007). As a result of this, schools are still under immense pressure to improve their performances for these tests, which can create a lower priority for Assessment for Learning strategies used in the classroom (Ninomiya, 2016).

Throughout my Professional Teaching Experience (PTE) part one, I found it very difficult to incorporate Assessment for Learning strategies within my lessons for my Reception class as they are very young. Due to this, I felt that I was just using certain strategies in order to ensure that I was using them, rather than using them to benefit the learning. This is evident when looking at the strategies that were used to incorporate self- assessment within my teaching. Self- assessment involves pupils in the evaluation of their own work and encourages them to take charge of their own development of their learning (Wong and Mak, 2019). Engaging pupils with their own learning and improvement of their learning is a fundamental aspect of Assessment for Learning (Ninomiya, 2016). However, the self-assessment strategy that was used was 'Thumbs Up, Thumbs Down'. Although this allowed the pupils to show if they understood what had been taught or not, it is not the most effective strategy of self- assessment. During self- assessment strategies such as 'Thumbs

Up, Thumbs Down', pupils can be dishonest with how they feel towards the learning (Kirton et al, 2007). This was evident when using this strategy as the pupils were looking around to see what the pupils around them were doing. Also, this did not effectively show me how well all the pupils in the classroom in the classroom had understood the teaching, which is also a key aspect of Assessment for Learning.

As my time in my placement classroom developed, the pupil's confidence during my teaching grew greatly. This encouraged me to incorporate more questioning during my carpet sessions. WAG (2010) emphasises that questioning in the classroom develops thinking effectively in the classroom. Although many of the questions that were used during my teaching were closed question which can be seen to discourage discussions and pupil engagement due to the pupils understanding that there is only one correct answer (Black et al, 2007; Hattie, 2009). Questioning was largely used during the opening phase of my lessons, where we recapped on what we had previously learnt. Therefore, these closed questions were important in allowing me to check pupils understanding (William, 2018). Also, the strategy 'Think, Pair, share' was employed regularly during the asking of questions. Due to there being a number of quieter pupils within the classroom, this was an effective way to help develop those pupil's confidence to participate during questioning and class discussions (Black et al, 2007). I felt that this worked very effectively during carpet teaching as it encouraged all the pupils to engage with the questioning as they were able to discuss their answers with a partner beforehand. This helps to build pupils confidence to engage with questioning as the pupils can think carefully and listen to a different opinion before forming their own answer (William, 2018). Although, it is important to ensure pupils are provided with the appropriate time to 'think' before discussing with a partner, as I felt that sometimes this aspect of 'Think, Pair, Share was forgotten. Increasing this time to think can allow students to increase the depth of their answers (WAG, 2010).

For PTE part two, I will observe the class teacher to identify how to use more effective strategies for self- assessment and peer- assessment to help encourage the pupils to be more active with their learning. I will ensure to create and share success criteria with the pupils prior to these self and peer- assessments to ensure that pupils have a framework to assess effectively against (WAG, 2010).

Cross- Curricular Example One

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Student-teacher	Bethan Miles	Class:	Reception
AoLE or Subject	Mathematical Development	Date:	29/11/2019
Lesson Focus:	Number Sequencing		
Meaningful links to Curriculum	Mathematical Development Using Number Skills- Count reliably up to 10 objects. Recite numbers up to 20, forwards and backwards, and from different starting points. Read and write numbers to at least 10. Compare and order numbers to at least 10		
Meaningful links to: Cross Curricular Responsibilities	Literacy (LNF) Oracy- Show that they have listened to others. Writing- Hold writing instruments appropriately Digital Competence Data and Computational Thinking- complete patterns and sequences.		
Personal Targets (Linked to QTS and identified in weekly review)	The student-teacher fully understands the importance and clearly demonstrates the effective establishment and ongoing management of the learning environment, in promoting positive learning		

	15 minutes		
Plenary	Top Marks Caterpillar Ordering Game- Tell the pupils that you will be asking those who are showing "quality sitting" to help finish our caterpillar number line. Before calling pupils up, choose a pupil to say which number is at the beginning of the number line. Choose a pupil to move the next number onto our number line, choose another pupil to move the next number and so on. When the number line is complete, get the pupils to say the numbers together to see if it is correct. Pupils to put their thumbs up/ down if it is correct or not. Leave this game on the board so that the pupils can play it during free choice.	Pupils that are chosen to say which number is at the beginning of the caterpillar. Pupils that are chosen to say which number is <u>next</u> , and come up to the IWB and move the number onto the caterpillar. Once the numbers have all been moved onto the caterpillar, pupils to read the numbers together and to put their thumbs up/down if our caterpillar number line is correct.	Interactive Whiteboard. Top Marks- Caterpillar Ordering. Make sure pupils are "quality sitting" so no one trips up whilst going up to the white board. Interactive White Board YouTube- Number
	15 minutes	Pupils to watch number blocks whilst	

The above lesson plan was for a mathematics lesson on number sequencing with a class of twenty nine reception pupils aged between four and five. Although the main curriculum focus for this lesson was mathematics, I had decided to incorporate elements of digital competence during the plenary of the lesson. I decided to do this as I had noticed that during enhanced provision, the pupils all tended to gravitate towards the interactive whiteboard when there were games available to play. I wanted to make the plenary of my lesson on number sequencing engaging whilst also ensuring that they were building on what they had been looking at throughout todays lesson. Therefore, I decided to choose a game on 'top marks' called the Caterpillar Ordering Game, where the pupils were able to use the Interactive Whiteboard to order the numbers that were provided to them correctly.

Whilst engaging with the game on the whiteboard, the pupils were also encouraged to call out the numbers on the screen. Therefore, we were also working on their number recognition as well as their number ordering, whilst also making it engaging and enjoyable for the pupils by incorporating the interactive whiteboard. I felt that this was a really effective idea for the plenary of my lesson as all of the pupils were able to take part in the lesson, and so I was able to identify who had benefitted from the days teaching, and who may have needed extra help so that I could tailor some extra support for these pupils.

However in reflection, the game that we had played on the interactive whiteboard only ordered numbers to 10, whereas we had a large number of pupils in the class working up to numbers 15-20. Consequently, this game was a little too easy for them and they began to become disinterested throughout the activity as it was not challenging enough for them.

Cross- Curricular Example Two

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Understanding of the World		15/11/2019
Lesson Focus:	Senses (Hearing)	
Meaningful links to Curriculum	Knowledge and Understanding of the World- Learn about the senses that humans and other animals have and use, to enable them to be aware of the world around them. Understand that there are many kinds and sources of sound, that sounds travel away from sources and that they are heard when they enter the ear.	
Meaningful links to: Cross Curricular Responsibilities	Literacy (LNF) Use words, phrases and simple sentences. Digital Competence Producing- select appropriate software from a limited range to create multimedia components; create and explore the use of text, image, sound, animation and video.	
Personal Targets (Linked to QTS and identified in weekly review) <i>The student-teacher fully understands the importance and clearly demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context (Behaviour Management).</i>		

The above lesson plan was for a topic lesson on the senses, looking at the sense of hearing. This lesson was completed with pupils between the ages of four and five in a reception class. I incorporated digital competence into this lesson on the senses as I used 'sound pegs' which allowed me to record everyday sounds so that the pupils could play these and use their sense of 'hearing' to identify what the sounds were by matching them to the pictures.

Whilst planning for this particular lesson, during discussions with the class teacher we had both come to the agreement that the pupils needed to hear real life sounds in order for them to relate their senses to their everyday lives. Therefore, it was decided that an effective way in order to teach this lesson, would be to use the sound pegs with the pupils. Also, as the pupils were so young and still developing their writing, most work completed with the pupils had to be picture based. It was decided that by using these sound pegs, we could complete a matching activity where photographs could then be taken of the pupils completing this activity.

The activity involving the sound pegs was very enjoyable for the pupils and they were able to demonstrate how well they identified everyday sounds by matching the sounds that they could hear correctly with the corresponding pictures. However, it may have been more beneficial for the pupils in terms of developing their digital competence, if I had allowed the pupils beforehand to record their own sounds with the sound pegs, as they would have then had the opportunity to use a digital media that they would not have used before.

Cross- Curricular Example Three

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The above lesson plan was completed for a topic lesson on the senses, looking at the sense of taste, with a reception class consisting of pupils between the ages of four and five.

During this lesson I incorporated cross- curricular responsibilities by including literacy and numeracy. During discussions with the class teacher, we had decided that we needed to encourage the pupils to use more vocabulary whilst describing. Therefore, we decided that during the sense of taste teaching it would be an appropriate time to involve the pupils in group discussions to help support them to expand their descriptive vocabulary. From observations, I also recalled that pupils needed more support when looking at more and less. I decided a good way to help work on this would be to create a graph with the pupils as a class. We created this graph by asking the pupils to choose a favourite fruit out of the ones we had tasted that day, and created a tally on the board. By using estimations, the pupils could then visually see which was the favourite fruits, and which fruits were the least favourite. We were also then able to discuss which fruits has more marks and which ones had less.

Incorporating these cross-curricular components into my lesson was really effective as it allowed me to develop aspects of the pupils learning that I could see they were not as confident on. However with it being a topic lesson, the pupils did not seem to realise that they were actually developing these aspects as it was a very practical lesson.

Reflecting on this lesson, I actually felt that this was a very effective lesson and the cross-curricular aspects enhanced the lesson very well as it allowed the pupils to develop on a range of skills. The class teacher also agreed with this during discussions after the lesson.

Cross- Curricular Critical Reflection

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The cross- curricular responsibilities within the education system today focusses on the implementation of Literacy, Numeracy and Digital Competence across all areas of learning (Welsh Government, 2019). This pedagogical principle is heavily emphasised throughout literature as literacy and numeracy are said to be essential in ensuring pupils reach their potentials throughout the whole of their education (Welsh Government, 2013). Whilst the importance of technology is also growing rapidly. Therefore, it is important that pupils learn how to use technology competently in readiness for their futures where technology will be a part of their everyday lives (Donaldson, 2015).

Cross- curricular teaching ensures subjects do not need to be taught separately as they can connect with one another to cover a range of learning skills in one lesson (Hayes, 2010). This then allows teaching to move away from the strict dividing of subjects, where teachers and practitioners can have more freedom to be creative when planning and teaching (Thomson, Hall and Jones, 2012). Within Primary Schools, cross- curricular teaching may be more evident as many schools follow a thematic approach where a range of subjects can be covered in order to investigate the theme (Hayes, 2010). However, despite many schools adopting this thematic approach when teaching, separating subjects can still evidently be seen in schools. This can notably be seen when literacy and numeracy are taught, with many schools still teaching Mathematics in the morning and English in the afternoon (Thomson, Hall and Jones, 2012). This then creates a danger of pupils failing to recognise connections within their learning due to these separations (Hayes, 2010).

With there now being a priority to embed Literacy, Numeracy and Digital Competence throughout all areas of learning (Welsh Government, 2019), there is also more pressure placed on practitioners to do this. However, it may be difficult to embed these responsibilities regularly in a meaningful way which is fundamental when including cross- curricular responsibilities into teaching (Welsh Government, 2015). Literacy and Numeracy already receive high priority during teaching through the National Literacy and Numeracy Framework (Donaldson, 2015). Therefore, practitioners may find it more difficult to embed the third cross- curricular responsibility, Digital Competence, as effectively as they can embed Literacy and Numeracy. This could then place pressure onto the practitioners to embed more Digital Competence during their teaching, which could then cause practitioners to insert technology within their teaching without having a real meaningful link to benefit the pupils learning (Hayes, 2010).

During my Professional Teaching Experience (PTE) Part 1, I taught the topic lessons every week. Therefore, I was able to regularly embed the cross- curricular responsibilities within my planning. However, I found it a lot less difficult to include Literacy and Numeracy into my teaching over Digital Competence.

Due to being in a Reception class, a lot of my focus activities with the pupils were very practical where the pupils would either listen to my instructions or work as a pair or group to complete the task. Therefore, I was regularly able to incorporate Literacy into my lesson plans as the pupils were working on their Oracy skills during these activities. Oracy is a fundamental aspect of literacy as 'people communicate their needs, feelings, thoughts; retell experiences with others; and express their ideas through the power of the spoken word' (Welsh Government, 2013, p. 17). Therefore, I felt it was important to develop on these skills within my class during my Professional Teaching Experience as this was an area

where the pupils in my class needed extra support. By including these skills into my lessons, I was then able to teach the pupils different aspects such as different describing words, for example. The pupils could then go on to use these further into their education, which is also an essential aspect of cross- curricular teaching (Donaldson, 2015).

During a lesson on the sense of taste, see example three. The pupils were provided with an opportunity to try different fruits. Using this prior practical engagement, I then went on to create a graph with the pupils based on the pupils favourite fruit that they had tried previously in the day. Hayes (2010) explains that by involving pupils with engaging and practical activities it interests them more within the teaching. This was evident when Numeracy was introduced into the lesson. Due to the pupils participating with the teaching and the graph being centred around their interests, they seemed more engaged with the Numeracy part of the lesson. Therefore, by embedding cross- curricular responsibilities within the topic, I was able to engage the pupils with a subject that they may not have usually engaged well with.

Despite being able to embed Literacy and Numeracy regularly into my teaching, I found it more difficult to embed Digital Competence meaningfully. I found that during my teaching, when I was incorporating technology, I was using the programmes rather than providing the pupils with the opportunity to do this, see example two. However, pupils benefit greatly when using technology as it can allow them to problem- solve (EEF, 2019). Despite allowing the pupils to engage with the Interactive Whiteboard during a plenary lesson, the activity was not challenging enough for all the pupils and so it did not work as effectively as it could have. Therefore, it felt as though occasionally during my teaching, I was incorporating Technology to ensure I included the Digital Competence Responsibility rather than using it to benefit the pupils learning.

For PTE part 2, I will ensure to engage more with the Digital Competence Responsibility. I will do this encouraging the pupils to use technology more in the class, rather than just using it as a practitioner as I did in PTE part 1. By doing this the pupils will be more prepared for a future where their skills with technology will be crucial (Welsh Government, 2019).

Authentic Learning Example One

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	Lesson Focus: Senses (Taste) Meaningful links to Curriculum: Knowledge and Understanding of the World Myself and other living things- Learn about the senses that humans and other animals have and use, to enable them to be aware of the world around them. Meaningful links to: Literacy (LNF) Oracy- Express what they like and dislike. Use words, phrases and simple sentences. Maths (LNF) Developing numerical reasoning- Interpret information presented in charts and diagrams and draw appropriate conclusions. Using number skills- Count reliably up to 10 objects. Using data skills- Record collections using marks, numbers or pictures. Personal Targets (Linked to QTS and identified in weekly review) Changing my tone of voice to keep the pupils engaged and monitor behaviour.
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		40 minutes Teaching & Core Learning Working with small groups (4 or 5), pupils will be trying four different fruits that they may not have eaten before (mango, pineapple, lemon and kiwi). They will discuss which fruits were their favourite out of the four. Yellow and Green Group- encouraged to discuss how the different fruits taste (sweet, sour etc.). Photos will be taken of the pupils trying the different fruits as evidence for their books. 20-30 minutes Create a pictogram on the white board. Ask the pupils to put their hands up to which fruit was their favourite out of the ones we had tasted during the focussed	Pupils to try the different fruits and put their thumbs up if they liked the fruit, or thumbs down if they disliked the fruit. Pupils to discuss which fruit was their favourite. Pupils to discuss together how the fruit tasted (sweet, salty, sour). Pupils to stand up to show which fruit was their favourite. Once their name has been said and marked on the board, pupils to sit back down.	Kiwi, Lemon, Mango and Pineapple. Safety- Allergies (nut allergy in class which is why fruit is being tasted). Choking- keep a close eye on pupils in case of choking. iPad Whiteboard- Table with pictures of the four fruits (kiwi, mango, pineapple and	Footer 4
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		books. 20-30 minutes Create a pictogram on the white board. Ask the pupils to put their hands up to which fruit was their favourite out of the ones we had tasted during the focussed task. Make sure pupils are clear to only choose one fruit out of the four. Record how many pupils have chosen each fruit on the board by drawing a star above each fruit for each pupil. Once all the pupils have been recorded on the pictogram, see if the pupils can say which fruit was the favourite and which fruit was the least favourite. Select a pupil to discuss how they can identify which fruit is the favourite and least favourite from looking at the pictogram. Identify if the pupils were correct by counting each of the stars above the fruits together and writing the number above.	Pupils to stand up to show which fruit was their favourite. Once their name has been said and marked on the board, pupils to sit back down. Pupils to call out which fruit was the favourite. 'Hands up' to explain how we know it is the favourite fruit. Pupils to call out which is the least favourite. 'Hands up' to explain how we know it is the least favourite. Pupils to count the stars for each fruit together.	Whiteboard- Table with pictures of the four fruits (kiwi, mango, pineapple and lemon) at the bottom. Whiteboard pen.	Footer 5
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The above lesson plan was created for a topic lesson on the senses, looking at the sense of taste with a Reception class of pupils between the ages of four and five. I included elements of authentic learning into this lesson by providing the pupils with real opportunities to experience using their sense of taste.

When discussing how to present the lesson on this particular sense I knew that I wanted to provide pupils with the opportunity to try something that they may not have tried previously to encourage them to step out of their comfort zone. We have a nut allergy within the classroom, therefore this limited what the pupils could try. However, the pupils had begun looking at healthy eating with the

opportunities to experience using their sense of taste.

When discussing how to present the lesson on this particular sense I knew that I wanted to provide pupils with the opportunity to try something that they may not have tried previously to encourage them to step out of their comfort zone. We have a nut allergy within the classroom, therefore this limited what the pupils could try. However, the pupils had begun looking at healthy eating with the class teacher so I felt that this would be an appropriate time to link healthy eating with the current lesson on taste. I spent a number of days looking to see what fruits pupils brought in during snack time, this then helped me to decide which fruits to use during the lesson.

The pupils were then provided with an authentic experience to use their sense of taste in order to try the different fruits. I felt that this was a beneficial experience for the pupils as they were able to engage in conversations with their groups to discuss how the different fruits tasted and their thoughts on them. Therefore, I was able to see how the pupils were able to engage with one another during conversations which was a skill that the class teacher felt the pupils needed further support with.

Despite the pupils having the opportunity to build on a range of learning skills during this lesson, I did not provide the pupils with the understanding on how this learning may have helped them in their daily lives. Therefore, they may not have understood the importance of the skills they had been developing. Although, at the time I did not feel this was appropriate as the pupils were still so young.

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I found that this demonstrated the pupils learning well as I was not only able to see how well the pupils recognised their numbers, but I was also able to hear the pupils rationales on how they would be able to complete the work sheet. Although in reflection, I feel the activity

may have worked better for the pupils if they were able to work in pairs or small groups. I feel the activity may have been a bit too difficult for the pupils as many of the pupils were not able to complete the work sheet correctly especially those pupils that were working to twenty. Therefore, I feel it may have been more beneficial for the pupils if they were able to collaboratively solve the work sheet.

Authentic Learning Example Three

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Lesson Plan - Step 1 Cynllun Gwers - Cam 1

Student-teacher	Bethan Miles	Class:	Reception
ApLE or Subject	Mathematical Development	Date:	18/11/2019 19/11/2019
Lesson Focus:	2D Shapes		
Meaningful links to Curriculum	Mathematical Development Using Geometry Skills- Recognise and name 2D shapes within play activities and the environment.		
Meaningful links to: Cross Curricular Responsibilities	Numeracy (LNF) Numerical Reasoning- Present work orally, pictorially and in written form, and use a variety of ways to represent collected data. Using Number Skills- Count reliably up to 10 objects. Read and write numbers to at least 10. Literacy (LNF) Oracy- Take part in activities alongside others. Writing- Hold writing instruments appropriately.		
Personal Targets (Linked to QTS and identified in weekly review) <i>There is a commitment and pro-active approach to incremental development of personal skills in the use of the Welsh language (Use of Incidental Welsh).</i>			

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35minutes

Teaching & Core Learning	Focused Activity- Take groups of 3 or 4 out into the outdoor area, the pupils will be chosen in their groups based on what colour group they are in. Explain to the pupils that we will be looking outside for the shapes that are on their worksheets, and how they will be recording how many shapes they see. *This will be the evidence gathering stage, not what is put into their book* Explain that the pupils can work together or individually. Red Groups- colouring in the 2D shapes they see with the colour that it is outside. Yellow Group- Five 2D shapes. They will be writing down the numbers of how	Pupils will all have a worksheet and clipboard. They will look around the outdoor area to find the different shapes on the worksheet. Red group will be recording on their worksheets by finding the shape on their worksheet outdoors, they will then colour the shape in with the colour that it is outside. Yellow group will have a handful of shapes, they will record how many times they see these shapes outdoors. (When they see the shape, they will write 1, if they see it again, they will write 2 etc.). Green Group will have the most amount of shapes on their worksheet. They will record the same way as yellow group.	Worksheets. Colouring pencils. Pencils. Clipboards. Weather- make sure the weather is not too bad before they go outside. Supervise carefully to minimise the chance of injury outside (this is why the groups will be
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Page 1 of 8 1,436 words English (U.K.)

The above lesson plan was created for a mathematics lesson on 2D shapes with a Reception class of 29 pupils between the ages of four and five. Prior to this lesson, the pupils had spent a number of lessons looking at 2D shapes with the class teacher and were able to identify different 2D shapes within the classroom.

During discussions with the class teacher, we had decided to make the learning of 2D shapes authentic with the pupils by allowing the pupils to experience different environments whilst looking at 2D shapes. We had decided to include the outdoor environment as we felt that it was important that pupils were able to experience learning their 2D shapes outside of the classroom. This is because we were unsure if all the pupils fully understood how to link objects to 2D shapes, or if they were just memorising from previous teaching on the subject. Also, when the pupils were learning 2D shapes, most of the teaching was completed with the class teacher on the carpet with the whole class. Therefore, having the opportunity to take the pupils out into an environment that they had not learned this subject in with small groups of pupils allowed me to see the pupils individual knowledge on 2D shapes, which may have been missed when the whole class were taught during the carpet sessions. Also, it was a highly effective way of seeing how well the pupils could act as part of a team during the task in an environment which allowed more movement and freedom for the pupils.

In reflection, although this lesson had aspects of authentic learning present. It may have been more beneficial for the pupils if they had been given some knowledge on how this lesson may have benefitted them during their daily lives.

Authentic Learning Critical Reflection

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Pupils engage with their learning when they understand the relevance of what they are learning and how it will benefit them for their future outside the classroom (Donaldson, 2015). Authentic contexts of learning illustrates this relevance by focussing and emphasising on the connections of learning within the classroom to the outside world (Bektas, 2019). Pearce (2016) argues that learning is most effective when pupils partake in experiences rather than sitting and listening to the teachers, authentic learning provides pupils with these kinds of opportunities. These opportunities include tasks that involve problem solving experiences where pupils can work independently or collaboratively to identify solutions to address specific problems (Bektas, 2019). Experiencing opportunities to problem solve in order to identify solutions links learning to the real world, and in turn, engages with authentic learning. Pupils will regularly encounter challenging situations that they will be unfamiliar with in their daily lives, therefore, these experiences will provide pupils with the necessary life skills to deal appropriately with these encounters (Bagby and Sulak, 2012).

Authentic contexts of learning also encourages collaboration between pupils where pupils can complete certain tasks socially (Pearce, 2016). Working collaboratively occurs in pupil's daily life. Therefore, it is important to understand the benefits of working with other peers in order to overcome a solution that may have been more difficult to complete independently (Pearce, 2016). Whilst being involved in tasks with peers, pupils are then able to develop their leadership roles where they can then learn and understand the importance of responsibility (Donaldson, 2015). All these skills learnt can then go on to help them in their lives outside of the classroom, and also equip them with important skills for the future (Pearce, 2016). However, it is important that pupils understand and are made aware of these connections that are being made between their learning in school to the outside world, as without this understanding the learning may be forgotten as they may not be aware of the relevance (Pearce, 2016). In connection with this, it is important that pupils can make meaning of their learning. This can be done by making links between pupils prior learning to their new learning, whilst also explaining and demonstrating these links to the pupils (Pearce, 2016).

Authentic contexts for learning can have a vast number of benefits to pupils learning, especially when it is embedded effectively. However, the principle of authentic learning is very broad (Rule, 2006; Bagby and Sulak, 2012). Therefore, practitioners may struggle to identify effective ways to embed authentic learning regularly within their teaching to ensure that pupils experience and understand the importance of the learning they are undertaking to benefit and help them throughout their daily lives (Pearce, 2016).

During my Professional Teaching Experience (PTE) part one, I believed that by providing pupils with real experiences that I was embedding authentic learning. During teaching the topic on senses, I made sure the pupils were provided with the appropriate opportunities to experience real ways to use their senses, by bringing in fruit for them to try for example, see example one. Although, it can be said that this is an aspect of authentic learning due to the pupils learning through experience (Pearce, 2016), and experiencing aspects of the outside world, such as real fruit, in the classroom (Bektas, 2019). I felt that this was not the most effective way of embedding authentic learning within the classroom as the pupils may not have understood the teaching and learning behind trying different fruits in the classroom.

After discussions with my class teacher, I began to understand elements of authentic

learning that I was not previously aware of. For example, I was unaware that a key component of authentic learning included problem solving. Pearce (2016) emphasised that solving problems can be a part of our everyday lives, therefore, allowing pupils to develop these skills better equips them to overcome these challenges. During a lesson on number sequencing, see example two. The pupils were encouraged to problem solve in order to fill out a worksheet. They were encouraged to use the morning's lesson on numbers and the information on the sheet to complete the worksheet. Despite being able to listen to the pupil's solutions to solve the worksheet and identifying where the pupils currently were with their number sequencing and recognition. It is encouraged to allow pupils to work in collaboration when problem solving (Pearce, 2016). If I made the task a small group activity rather than an individual, I would have been able to identify how the pupils effectively worked together to solve problems which is something I did not observe during my first placement experience.

Despite showing some aspects of authentic learning throughout my lessons, I feel that a major element of authentic learning was missing throughout the whole of my lesson. This being the importance of pupils understanding the importance and the relevance in regards to their learning outside of the class (Donaldson, 2015). During all my lessons, I did not provide the pupils with the knowledge on how and why their learning is important for them and their daily lives. This element of authentic learning may have been missed due to the pupils still being quite young. However, it is still important for pupils to be provided with this understanding, even if it is only a small understanding, to ensure they can make meaning with their learning (Pearce, 2016).

For PTE Part 2, I will ensure to embed authentic contexts of learning more meaningfully throughout my learning. I will ensure to provide opportunities to problem solve and work collaboratively, for example, in a variety of environments as I did in PTE 1. However, I will remember to recognise the importance of knowledge for the pupils and ensure that the pupils can make these meaningful connections between their learning and how it will help their daily lives and futures (Pearce, 2016).

Conclusion

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To conclude, the main focus of the three pedagogical principles discussed is to improve pupil learning (Donaldson, 2015). Therefore, in order to develop on, not only the three principles discussed, but also all areas of my teaching, I will remember the importance of consistently reflecting on the pupils learning to ensure that I am developing and improving my teaching (Kirton et al, 2007). Hattie (2009) emphasises that the most effective way to improve student learning is to learn from our own teaching, rather than just having a focus on the pupils learning. In order to ensure I am doing this within my PTE part 2, I will ensure to remember the importance of observations to see how other practitioners embed the pedagogical principles effectively. I will then use these observations to develop my own needed improvements discussed in the critical reflections for each pedagogical principles.

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