

Assignment Overview

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Prepare a portfolio which illustrates a critical reflection of progress made on planning and implementation of three pedagogical principles.

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PGCE Secondary English

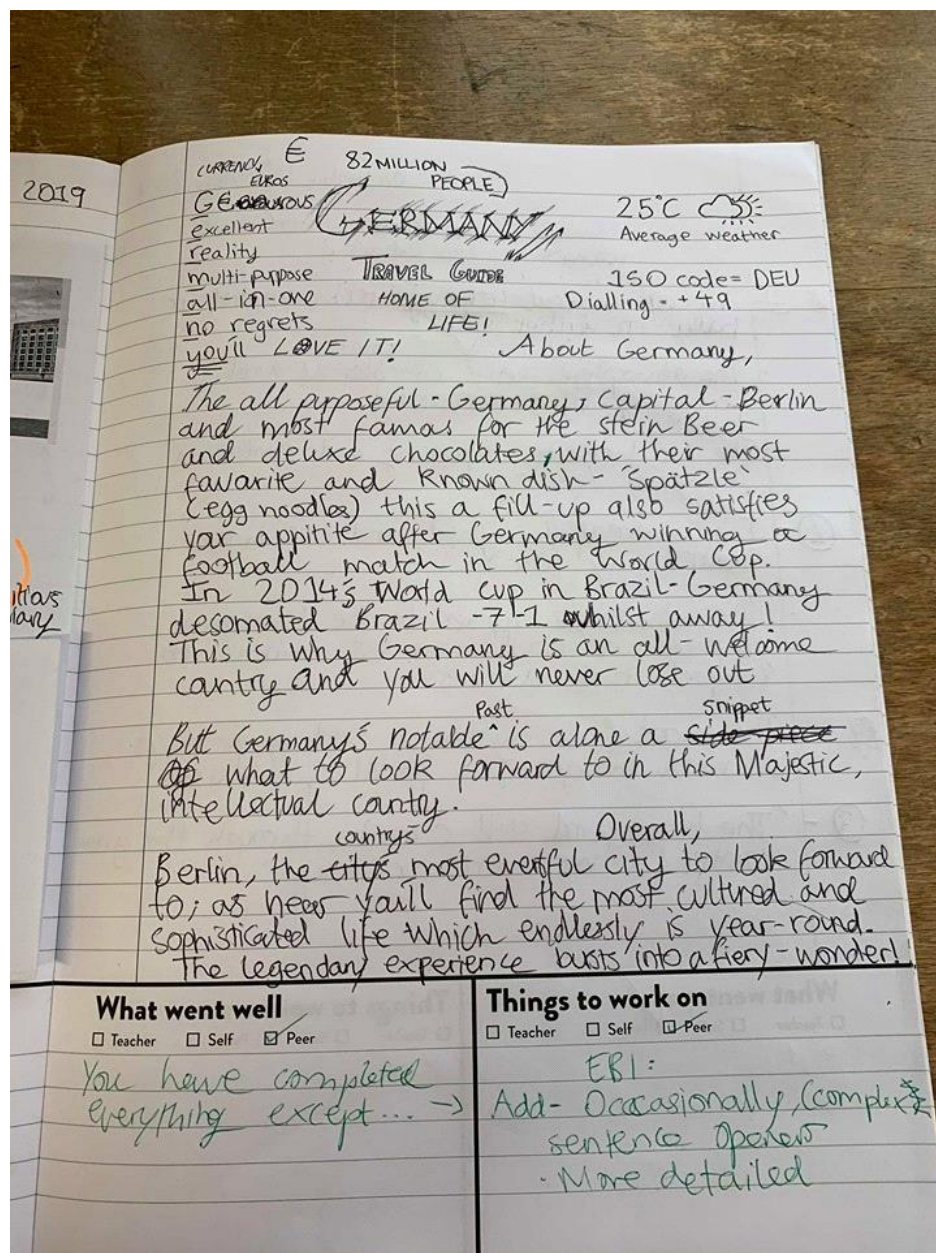
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Assessment For Learning (AFL): Illustrative examples with annotations of first pedagogical principle.

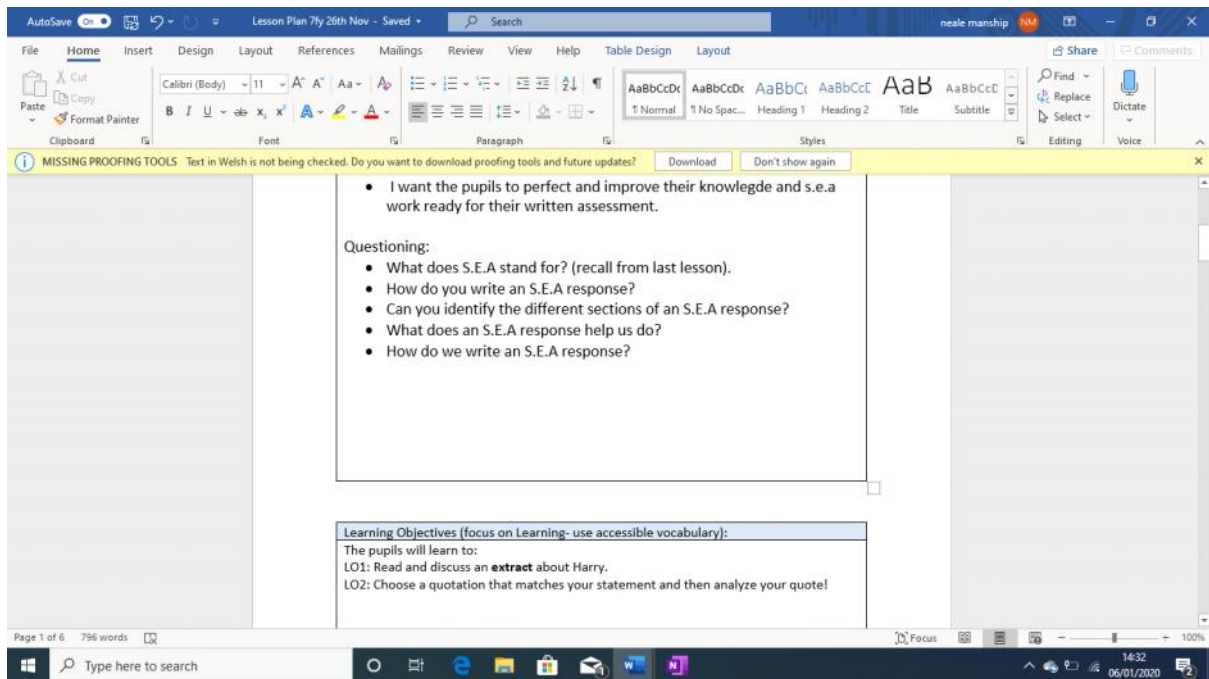
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Peer Assessment:



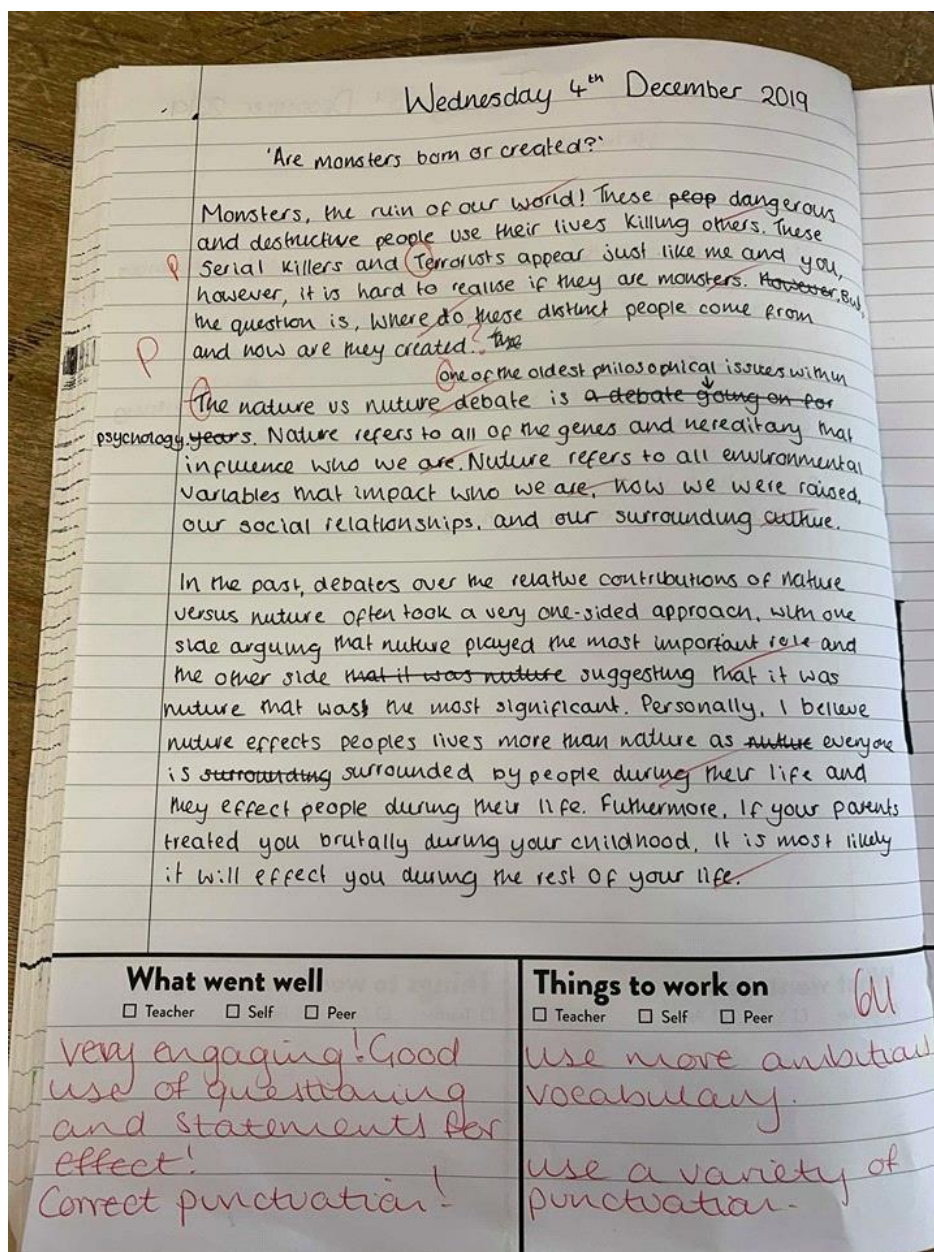
In numerous lessons, I have used peer assessment to monitor assessment for learning. I have chosen peer assessment as it allows pupils ownership over their own work and allows them to use the success criteria. Pupils were able to take charge and be aware of how teachers mark their work. In the lessons I have used peer assessment in, it has had a positive impact as pupils have used the success criteria to highlight the mistakes they have found- making them aware of errors. Peer assessment is useful as it allows the pupils to change/ improve their work after their peer has assessed it.

Questioning:



I use questioning in all of my lessons to ensure pupils are progressing and learning throughout each lesson. The use of questioning allows me to track the progress of each individual pupil- if the learning is too difficult or too easy then I can adapt the lesson to the needs of the pupils. I put the questions I am going to ask on my PowerPoint slides and my lesson plans to ensure that I ask them. I always have a plenary question at the end of each lesson to track what the pupils have learnt and what they need to improve on or take into next lesson. This helps me adapt my lessons to the pupils needs.

Feedback:



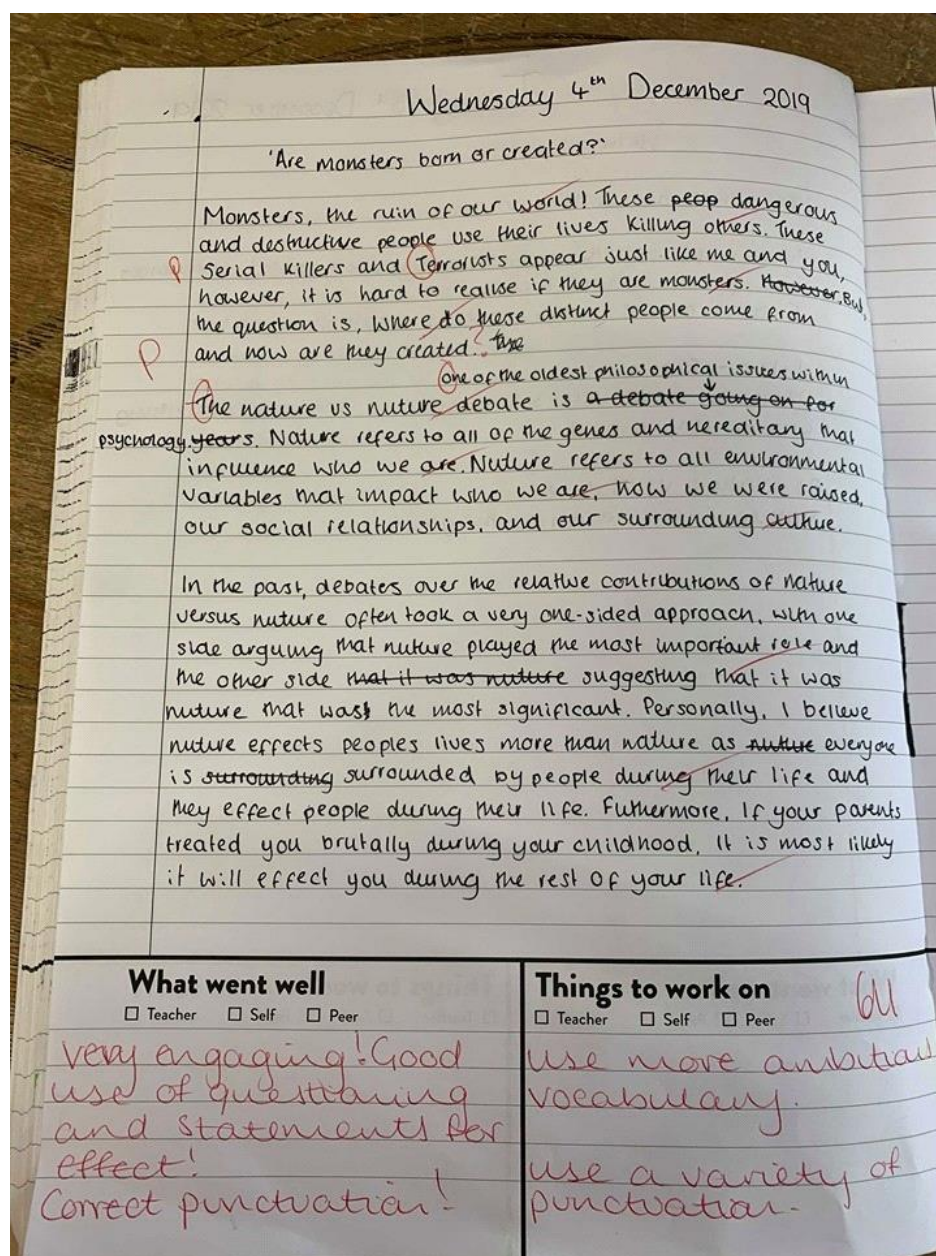
When marking students' books I give constructive feedback to ensure they know what they need to improve on, how to improve and what they have done well. This evidence shows me giving feedback to a pupil after a controlled assessment. I have given this student a DIRT task to complete to improve a mistake they have continuously made throughout their piece of writing. I have also stated what they have done well so the pupil is praised and aware of what they do not need to improve on, but continue doing.

Cross-Curricular Responsibilities (CCR): Illustrative examples with annotations of second pedagogical principle.

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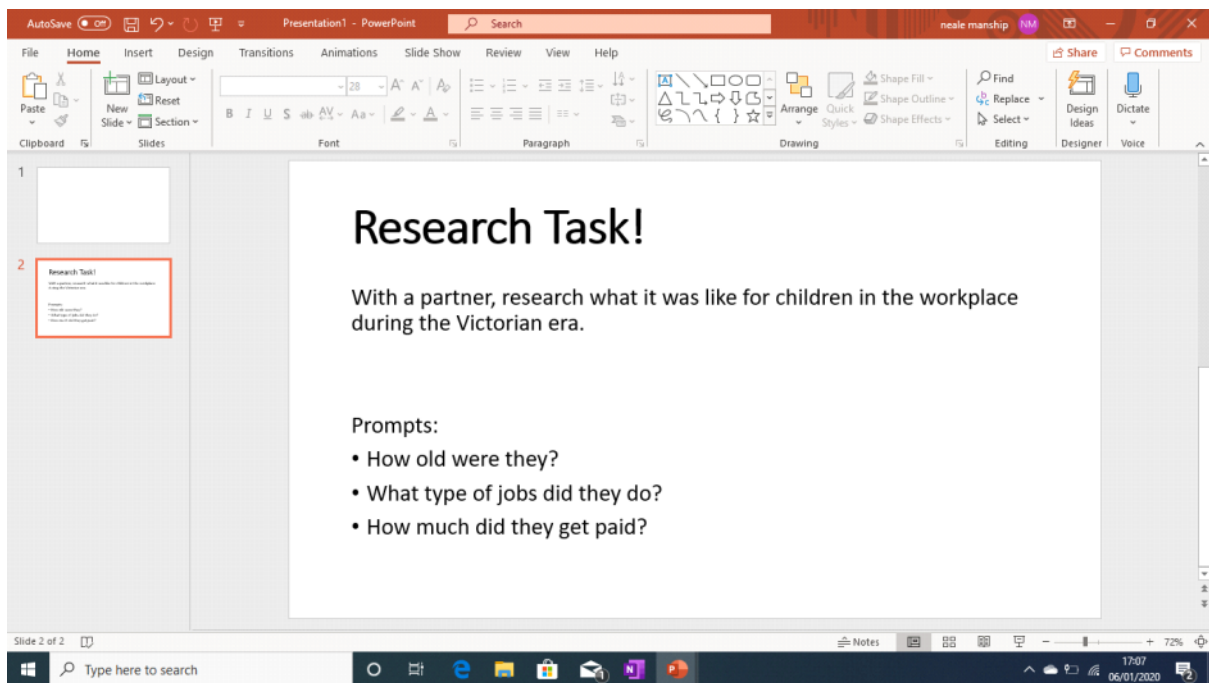
In my lessons so far, I have not used numeracy as the English department in my placement school to not use it. However, I have used literacy, Digital competency and Incidental Welsh.

Literacy:



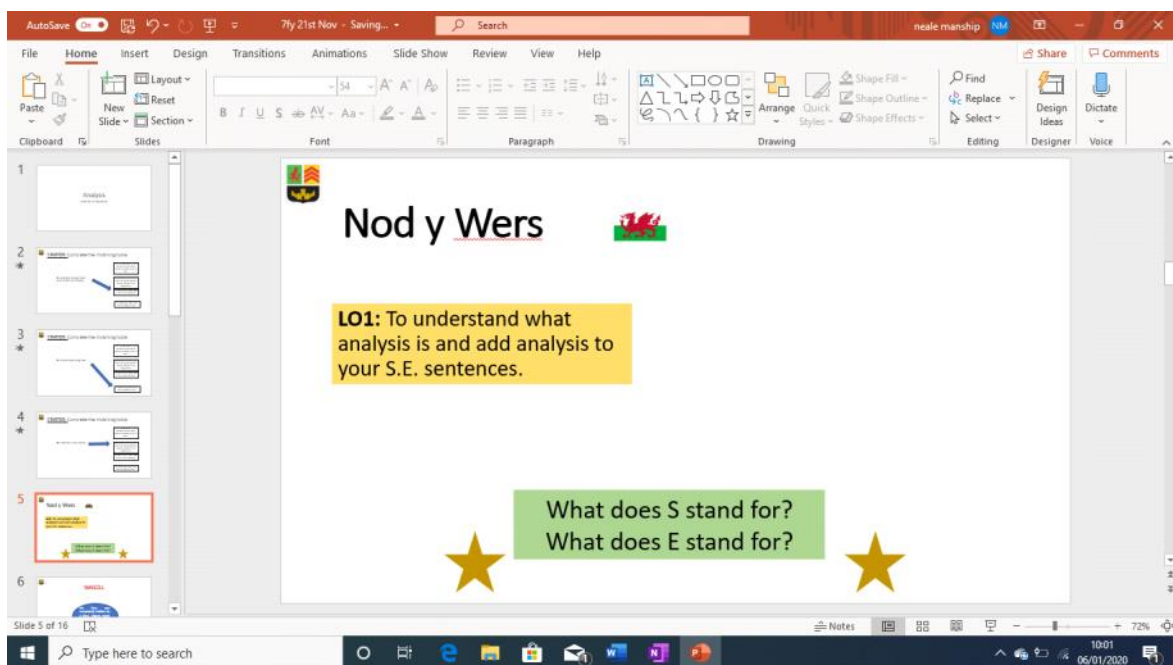
When marking I use SP (spelling), GR (grammar), P (punctuation) etc to show where pupils have made mistakes and need to improve. This tells pupils where and what they have to improve on. It allows me to implement literacy in a different way as in English lessons literacy is always being used.

Digital competency framework:



In some lessons, I used the department iPad's for research lessons. By using iPad's, students are able to advance their digital competency in a subject other than digital literacy. My placement school has a group of children who are the 'digital leaders'. The Digital Leaders help others online, making sure they are safe and help them if they are struggling with the technology they are using. Therefore, in my research lessons, I allow the Digital Leaders of the class to help others and make sure the class is being safe online. By using online research in my lesson, the pupils are advancing their digital competency. I was unable to photograph a pupil researching so this evidence shows a slide describing the task they had to complete.

Incidental welsh:



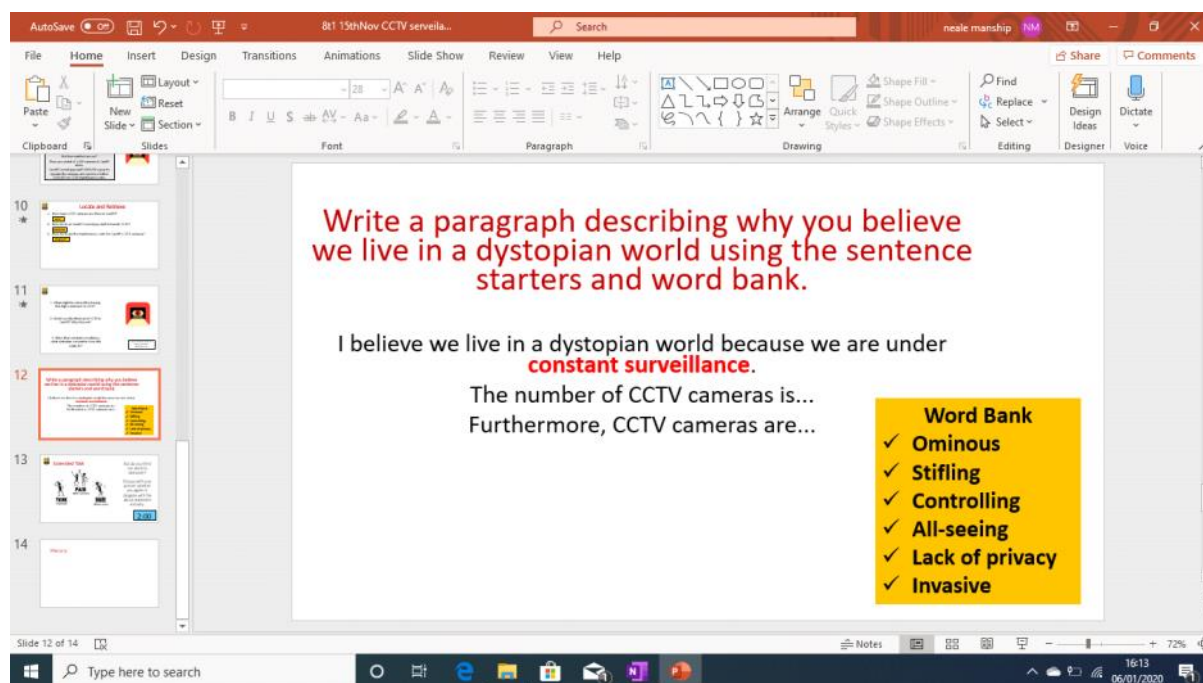
In most lessons I use Welsh phrases throughout my lessons to ensure I am using incidental welsh as much as possible. I write the phrases that I am going to use in my lesson plan so that I can remind myself if needed. Using incidental welsh gives pupils a cross-curricular lesson and allows them to re-

visit their knowledge of the Welsh language and improve by using it more.

Blend of approaches including direct teaching: Illustrative examples with annotations of third pedagogical principle.

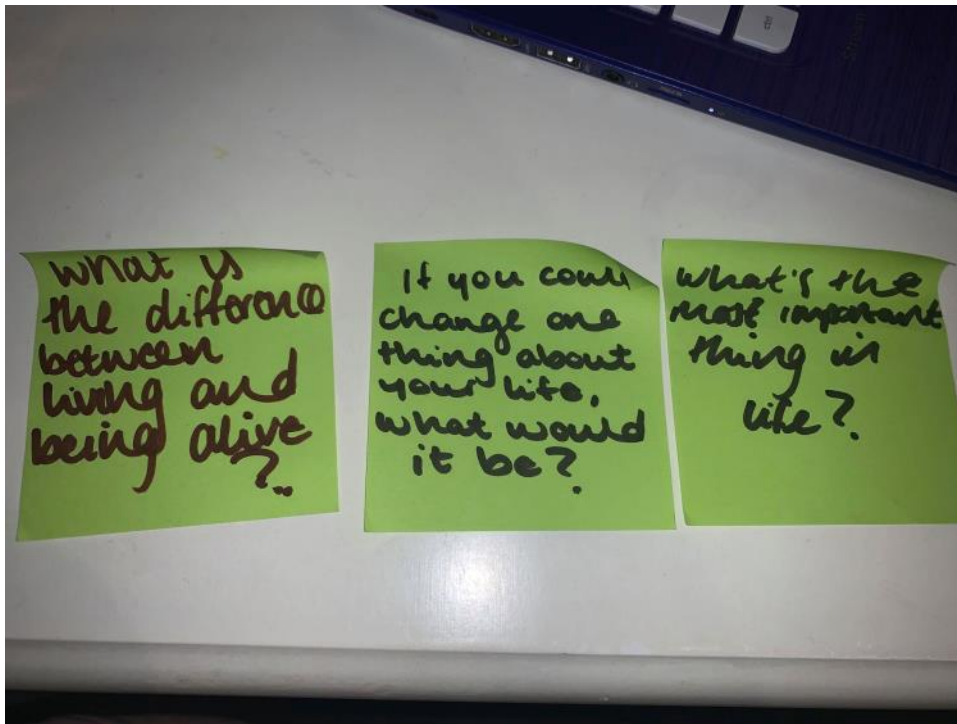
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Direct Instruction:



Direct instruction is a model of teaching that I have used in many of my lessons to instruct and ensure that the whole class are gaining content knowledge for new topics. I include what I am going to teach directly into my lesson plans to ensure that I include everything. This evidence shows me directly instructing the pupils before a task and then continuing to instruct throughout to ensure pupils are on task with the instructions on a PowerPoint slide to remind them. By using direct instruction I am able to assess pupils learning effectively and re-visit things if and when needed.

Creative learning:



Creative thinking is an important aspect of pupils learning and therefore I try and implement it within many of my lessons. This evidence shows a few of the post-it notes that pupils have asked creative questions on throughout the lesson to ask their partner. The task was set, however I gave everyone a post-it note and to ask their partner creative questions that will prompt a conversation between them. The task was to write a creative piece about life and what they believe the meaning to be. This worked effectively within my lessons as pupils were able to have a creative discussion. This implements a blend of teaching approach as pupils are working creatively together.

Critical Thinking:

The Age Old Debate of Nature vs. Nurture.

The nature versus nurture debate is one of the oldest philosophical issues within psychology. So what exactly is it all about?

- **Nature** refers to all of the genes and hereditary factors that influence who we are—from our physical appearance to our personality characteristics.
- **Nurture** refers to all the environmental variables that impact who we are, including our early childhood experiences, how we were raised, our social relationships, and our surrounding culture.

Even today, different branches of psychology often take a one versus the other approach. For example, biological psychology tends to stress the importance of genetics and biological influences. Behaviourism, on the other hand, focuses on the impact that the environment has on behaviour.

In the past, debates over the relative contributions of nature versus nurture often took a very one-sided approach, with one side arguing that nature played the most important role and the other side suggesting that it was nurture that was the most significant. Today, most experts recognize that both factors play a critical role. Not only that, but they also realize that nature and nurture interact in important ways all throughout life.

A Closer Look at the Nature vs. Nurture Debate

Do genetic or environmental factors have a greater influence on your behaviour? Do inherited traits or life experiences play a greater role in shaping your personality? The nature versus nurture debate is one of the oldest issues in psychology. The debate centres on the relative contributions of genetic inheritance and environmental factors to human development.

Some philosophers such as Plato and Descartes suggested that certain things are inborn, or that they occur naturally regardless of environmental influences. Nativists take the position that all or most behaviours and characteristics are the results of inheritance.

Advocates of this point of view believe that all of our characteristics and behaviours are the result of evolution. Genetic traits handed down from parents influence the individual differences that make each person unique.

Other well-known thinkers such as John Locke believed in what is known as tabula rasa, which suggests that the mind begins as a blank slate. According to this notion, everything that we are and all of our knowledge is determined by our experience.

Empiricists take the position that all or most behaviours and characteristics result from learning. Behaviourism is a good example of a theory rooted in empiricism. The behaviourists believe that all actions and behaviours are the results of conditioning. Theorists

This evidence is of a piece of work we analysed as a class. do not have the critical piece that the students created, but the evidence has some questions and research marks that we answered in order to analyse and expand our knowledge of the topic. The nature vs nurture debate prompted a lot of critical thinking and formed different opinions. After pupils have thought about the question and made notes, they are then able to talk to each-other and build a greater opinion. This task provides a deep level of thinking as pupils are silent and concentrating on the question. This task implements a level of critical thinking as pupils are able to have a great understanding and then able to form their own thoughts and opinions. Critical thinking is important as it allows pupils to understand and think deeply while learning.

Critical Reflection

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Professional Teaching Experience and the focus of the writing.

Professional teaching is an important aspect of learning and education as it indicates "how well learners develop and learn" (Estyn. 2015-2016). Therefore, learning is shown by "the quality of teaching" (Estyn 2015-2016). Thus, teachers must aide the progression of pupils learning to ensure teaching and learning is effective. This critical reflection will reflect on the progress and implementation of three out of Donaldson's twelve pedological principles, Assessment for learning, employing a blend of teaching approaches including direct teaching and Cross-Curricular responsibilities. Donaldson's twelve Pedological Principles stated within successful futures outline what needs to be included in teachers practice in the new curriculum to make learning effective. The three out of the twelve pedological principles that will be outlined and reviewed throughout are vital to the new curriculum and learning. The literature articulated will then form a reflection and recommendations for future progress within my teaching profession. This reflection will justify a conclusion for holistic progress in planning and implementation of the three chosen principles to identify areas for future develop the "quality of teaching" (Estyn 2015-2016) and learning.

Discussion of Literature on effective teaching and learning (With a particular focus to one of the pedological principles).

Assessment for Learning:

Over many years, it has been proven that the principle of assessment for learning (AFL) is effective to learning and an important aspect of teachers practice. According to Paul Black "assessment in education must, first and foremost, serve the purpose of supporting learning" (Black P., 2006). He further articulates that this supportive learning is placed under four headings: questioning, feedback through marking, peer/ self-assessments and formative/ summative assessments. Firstly, the aim of questioning is to "improve interactive oral feedback" (Black P.,2006) which is structured by 'wait-time' (Rowe, 1974). This means that by teachers waiting longer for a response from pupils, it allows pupils to think about their answer which then prompts them to be more confident. Due to this, questioning then becomes more effective as pupils' answers are more knowledgeable.

Moreover, feedback through marking allows teachers to avoid the "negative feedback of grading" (Black P., 2006) and instead allows them to mark with positive comments. This is effective to learning as it is said that students "avoid comments when marks are also given" (Butler 2000). Although a limitation of this is that teachers have to think carefully about what comments to write, it is an effective way of marking and helps boost pupils confidence when learning in the future as they are aware of what they have done well and how they can improve without a specific grade deceiving them.

Peer and self- assessment is also said to be effective as it is "essential to learning because student can only achieve a learning goal if they understand that goal and can assess what they need to do to reach it" (Sadler,.1989).Thus, by pupils being aware of how they can achieve their goals, they are able to learn and achieve effectively. Whereas, Formative and summative assessment allows teachers to prepare "key words and topics the tests will be set on" (Black P.,2006). This helps teachers plan effectively for pupils learning over a long period of time to ensure they are receiving the correct knowledge and learning they can before an assessment.

According to the 2010 Welsh Government, the pedological principle of AFL is the "process of finding out where learners are within a learning continuum, and where they need to go and how best to get there" (Welsh Government., 2010). This means that teachers must monitor pupils learning in order to push and prepare them to their learning goal. The article states that "much classroom research has been carried out to ascertain the benefits... of employing Assessment for learning" (Welsh Government.,2010). Thus, AFL is used by teachers to plan and prepare pupils learning effectively. AFL has helped learners improve their performance which has led to an overall higher quality of learning outcomes. It has also improved learners' engagement with their own work allowing pupils to be aware of what

went well and how they can improve. It has also improved pupils' ability to transfer skills which leads them to a greater employability and flexibility.

Moreover, the Welsh Government believe that assessment for learning has a big benefit within the classroom as it allows for improvement in learning. As articulated, learning "gains are made in both motivation and performance from employing assessment for learning strategies" (Welsh Government, 2010). Thus, to achieve the best performance from pupils' teacher, need to be aware of where the pupils are within their learning and what they need to improve on to achieve the best they can. In order to do this, teachers can place a number of AFL strategies such as questioning, peer/self-assessment and teacher feedback.

Whilst the Welsh Government tell the benefits of peer assessment and how it can be used within the classroom and Paul Black's '*Assessment for Learning*' outlines the effectiveness, some writers believe there are limitations to AFL. It is believed that "problems occur" (Ninomiya, S., 2016) through assessments and they are not useful within pupils learning. However, although some believe that AFL is problematic, overall, assessment for learning allows teachers to solve the problems that occur through pupils learning. It also gives pupils ownership over their own work and allows them to use the success criteria. It also has a great effect on teaching as it allows teachers to plan and teach effectively to ensure pupils achieve the best they can.

Cross-Curricular Responsibilities:

The pedagogical principle: Cross-Curricular Responsibilities allows for effective teaching and learning. Although this is a recently new approach to teaching and learning, it has been proven to be effective when used. As Donaldson states within his progression steps of the new curriculum, "learning should be a continuous experience, building progressively" (Donaldson G., 2012). Arguably, Donaldson could be outlining the values of cross-curricular learning as pupils learning should be a 'continuous experience' which 'builds progressively' across subjects. Moreover, Johnathan Savage in '*Cross-Curricular Teaching and Learning in Secondary School*', says cross-curricular learning is "a new, skilful pedagogy that embeds an authentic, cross-curricular to teaching and learning" (Savage J., 2010). This highlights how teaching and learning becomes 'authentic' to pupils learning experience and teacher's pedagogy. Therefore, Numeracy, literacy and welsh all have an effective role within the new curriculum and rely greatly on good teaching and learning to ensure pupils are receiving well-rounded learning.

Moreover, Cross-Curricular learning is supported by the Estyn reports which highlight cross-curricular learning and how it is used effectively within school's 'X' and 'Y' that are trialling it. 2019 Estyn report summarises how school X use of digital literacy has had a positive impact on their pupils. The report states that not only has it influenced the students, but by planning and improving digital experiences it has also had a "positive effect on the school staff" (Estyn., 2019). School X has had a significant improvement due to their advancement in digital literacy across subjects which allows them to use Excel, producing graphs, analysing data, coding etc. The school also have 'Digital Leaders' who help others with their literacy skills. This has said to have had a "very positive effect on the continuous campaign to improve pupils' advanced digital skills" (Estyn., 2019). Thus, overall using digital literacy across subjects allows for whole school improvement as different skills are being used in subjects that they wouldn't usually be used in. It is also effective as it allows pupils to help and guide each other which builds on teamwork skills.

Moreover, 2019 Estyn report of school Y 'Promoting the use of the Welsh language' illuminates how the cross-curricular use of Welsh has an effective result to learning. Throughout the school the staff encourage the welsh language through their 'Welshness Committee' (Estyn., 2019) which encourages and "promotes the social use of the Welsh language" (Estyn., 2019). School Y also invite speakers and celebrities to discuss the importance of the language and encourage pupils to use it. The report states that "pupils and staff have a strong sense of pride in their Welshness" (Estyn., 2019) and the whole school make Welsh and the use of language key to the school and across subjects. Due to this, it is clear that school Y effectively use the Welsh language across their curriculum in order to ensure pupils language and passion. Thus, this cross-curricular learning is shown to be positive and easily embedded to a whole school approach.

Overall, all Cross-curricular responsibilities can be accessed within any subject lesson to effectively improve pupils' all-round performance and knowledge within learning. By practicing and re-visiting them in every lesson, pupils are able to achieve higher outcomes in

all subjects. Therefore, Cross-curricular learning it is a “skilful pedagogy” which embeds learning within all subjects. It is also a “continuous learning experience” (Donaldson G., 2012) which has a “positive effect on the school” (Estyn.,2019).

Blend of teaching approaches including direct teaching:

It is part of a teacher’s profession to employ a blend of teaching approaches as it allows for different, but effective teaching and gives the pupils a wide range of learning tasks. To focus on the direct teaching and instruction approach, Barak Rosenshines’ *‘Five Meanings on Direct Instruction’* refers to direct instruction as “the teacher provided direct instruction in solving these problems”. The key principle that Rosenshines highlights is that direct instruction has an effective impact on learning as teachers prepare and instruct pupils before they engage with an activity. “A child spends part of each hour receiving direct instruction from a teacher in skills development and spends the remainder of the hour in reinforcement activities under the supervision of an aide” (Broward Country Schools, 1974). Thus, teachers are an ‘aide’ for pupils learning when direct teaching which helps pupils learn effectively.

Moreover, Rosenshines gives an example of experimental research on direct instruction that highlights its effectiveness within the classroom. The Experimental research that was conducted consisted of one group of teachers that received the most effective teaching instructions and another group that were to continue with their regular teaching methods. The results of this experiment indicated that the pupils taught by those using effective instructional methods made greater gains in mathematics (Good & Grouws, 1979) and reading (Anderson, Evertson & Brophy,1979). Thus, showing that direct instruction is therefore more effective to students learning and has a great effect on teaching.

However, although the conducted research highlights effectiveness in direct instruction, there are writers that believe it has limitations and that instead teaching, and learning should be ‘student centred’ activity-based learning instead of direct instruction. It has been described as “authoritarian” (McKeen et al.,1972) and a “passive” mode of teaching (Becher,1980). Thus, direct instruction and teaching is not useful to pupils learning due to it being to teacher-led and controlled and therefore, believe that pupils should have more control and authority over their learning.

Overall, direct teaching has a great benefit to pupils learning as it helps them ‘solve problems’ (Rosenshines B.,2012). Therefore, this principle of direct teaching is important to both teaching and learning as it “aides” education (Rosenshines R., 2012). Moreover, there are also limitations to direct teaching and not believed to be the most effective way of teaching and learning as it is “passive” to students(Becher,1980) and gives the teacher too much ‘authority’ (McKeen et al., 1972). However, direct teaching has been proven to be an effective way on teaching and learning.

Conclusions about progress on implementation (Making examples to illustrative examples and reading).

As shown in the evidence of the Assessment for Learning section, I have implemented the principle of AFL through peer-assessment, feedback and questioning. Each of these AFL methods have been used and implemented in different ways. Questioning has been used consistently throughout each of my lessons as it helps me assess learning and understanding throughout each individual lesson. Questioning has therefore been effective within my lessons as I am able to track pupils learning, go back over things if/ when needed and plan my next lessons effectively as I know where the student’s strengths and weaknesses are. When implementing questioning into my lessons It has been useful to write them in my lesson plans as It gives me a guide to follow and ensures I ask each question. However, it is sometimes difficult to implement all the planned questions when the pupils are not engaged or are struggling. To overcome this, I always go back over what is needed and simplify questions to ensure the pupils are learning and understanding successfully. I use peer-assessment in numerous lessons, usually after a piece of writing is created, or leading up to an assessment where the pupils are practicing. Thus far, peer assessment has been successful as the pupils become aware of mistakes, they ... peer assessment gives pupils ownership over their own work and allows them to use the success criteria. Finally, by implementing regular feedback on assessments and when marking books, I have been able

to develop pupils' knowledge on the success criteria. It has helped me avoid "negative feedback" (Black P., 2006) techniques such as grading/levelling and instead allows me to write positive, constructive comments.

As shown in my Cross-Curricular Responsibilities section, I have highlighted that I have implemented Literacy, Welsh and digital literacy within my lessons. Firstly, to implement literacy into my English has been easy as most lessons are based on literacy. However, I have also been implementing literacy techniques into my marking as it allows the pupils to become aware of the mistakes they are making. As shown in my literacy evidence, I have used marking such as SP for spelling, Gr for grammar etc. By doing this where pupils have made mistake helps them improve and be aware of what literacy mistakes they are making throughout their writing. To implement the Welsh language, I use incidental welsh within my lessons. I also put the date and learning objectives in Welsh, so pupils are not only speaking the Welsh language but also practicing writing it. This has been effective to pupils learning as it allows pupils to practice and re-visit their use of the Welsh language in English lessons. However, this has been difficult to implement as the lessons are English based, so I have only been able to use it incidentally. To implement digital competency into my lessons I have been giving the pupils research tasks where they are able to use the schools iPads. This has been effective to pupils learning as it allows them to build their online research skills and improve/practice their digital literacy skills. However, this is not always accessible within English lessons as the subject does not use a lot of research at ks3 and has therefore been difficult to implement. In relation to the 2019 Estyn reports, I do believe that the cross-curricular learning has been 'positive' (Estyn., 2019) and helps progressively build well-rounded students (Donaldson G., 2012). However, thus far by implementing the cross-curricular approach to learning by using Welsh and Digital literacy within my lessons as it has shown to have a very positive effect on pupils learning and expand my pedagogy.

As shown in the Blended approaches section, I have implemented Direct instruction in my lessons to instruct and aide pupils with their tasks. This has worked well for both my teaching and the learning as pupils are confident when starting a task. Pupils are able to receive a small, intense amount of knowledge which is then re-visited by questioning and tasks throughout the lesson in order to ensure they are learning. As a student teacher it has helped me to 'guide problem solving' (Rosenshnes.2012) and has limited the amount of pupil questioning and pupils are more able to answer questions from myself. I have also found that pupils are more engaged when I am directly talking at the beginning of the lessons.

I have also implemented creative learning by using a 'hands-on' learning approach. I have not done this in all of my lessons but when I do it has a very positive outcome for the pupils. I have implemented a post-it notes task which is shown in my evidence for 'creative learning'. The task consists of pupils working in pairs and writing creative questions on post-it notes that they will then ask their partner to prompt creative thought and conversation. This has made learning interactive and less formal and allowed pupils to creatively think and learn.

Moreover, as shown in my evidence for critical thinking I have implemented a task which allows pupils to think critically while working in groups of 3/4. The task is for pupils to work silently in groups and produce a piece of work that is centred around a question such as 'what would you ask the author about if you met him'. This then prompts critical thinking. After pupils have thought about the question and made notes, they are then able to talk to each-other and build a greater opinion. This task provides a deep level of thinking as pupils are silent and concentrating on the question.

Recommendations for further progress.

To progress further into my development in holistic progress in planning and implementing the three principles further I will continue to improve my assessment for learning methods so that I am always aware of the pupils learning and I can improve/ base my teaching from the results. I will use different methods of assessment such as self-assessment. To do this I will supply pupils with a success criteria to follow when marking their work. This will guide students to become aware of what is needed to get the level they are reaching for. It will also help them become aware of what they need to improve on so they can be aware of them when writing another piece.

Moreover, I will develop my cross-curricular teaching by implementing numeracy into my

lessons. This will improve the pupils' all-round knowledge by implementing numeracy into my lessons where suitable which will allow me to develop cross-curricular English lessons. I will do this by using ven-diagrams for similarity and comparison questions and comparing characters. I could also use diamond nine to rate vocabulary from less-formal to most-formal. Using these small increments of numeracy, pupils will be practicing their numeracy effectively within another subject.

Finally, I will continue to develop my blended teaching approaches by implementing a wider range of approaches such as online learning into my lessons to ensure my pupils are having a creative, balanced learning experience. By doing this I will be able to cater to all learning preferences and ensure all pupils are enjoying their learning experience. To do this I will centre each lesson around a different teaching approach. I will use group work, pair work, direct teaching and online learning for a task in each lesson to ensure I am not always using the same approach. By implementing online learning alongside other learning approaches pupils will be able to access different types of education. Pupils can learn effectively and sensibly online by researching and gaining knowledge through chosen articles and educational websites.

In conclusion, the pedagogical principles Assessment for Learning, Blended teaching approaches and Cross-curricular Responsibilities all help improve holistic development. By implementing these within lessons, teachers are able to establish effective learning from pupils and improve/ adapt their teaching strategies. The literature I have read will help me improve my teaching. Going forward, I will implement the new approaches and strategies I have outlined within the recommendations for progress section. Overall, by implementing these approaches and continuing with my practices, I will be able to improve my pedagogy and guarantee a positive holistic development.

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