

‘A critical analysis of the relationship between teacher subject knowledge and effective learning and teaching in primary schools.’

Introduction

In agreement with the British Educational Research Association (BERA) guidelines, I have a responsibility to the school and its members to provide an unprejudiced, ethically correct and mindful assignment, based upon my observations and experiences that occurred during my Professional Teaching Experience (PTE). To protect the identity and provide anonymity; the placement school, teachers, teaching assistants and pupils names have been redacted and will be replaced with a pseudonym when needed (BERA, 2018). For the purpose of this essay the school will be referred to as school A. In the most recent Estyn report, my placement school (school A) was recorded as having a population of 471 pupils and a 94.6% attendance rate. 31% of these being identified as having additional learning needs (ALN). School A was noted to have had an above average take up rate for free school meals at 36%. School A is a pioneer school, working towards the testing and development of the new curriculum (Estyn, 2017).

This essay will focus upon the critical relationship between a teachers subject knowledge and how primary pupils learning is affected. This will be accomplished by, reviewing and analysing a range of literature that revolves around teacher subject knowledge and effective learning and teaching. In addition, I will also review other factors that may have an effect on learning and teaching in primary schools. I will then proceed to evaluate and analyse my own experiences from my professional teaching experience (PTE), within my placement school, school A. In school A, I was placed in a year one class consisting of 29 pupils aged 5 to 6, 1 teacher and 1 teaching assistant. The class contained a mix of less and more able talented students which challenged my ability to develop lesson plans to ensure that all students were taught effectively.

Consideration of the literatures.

In the classroom a successful teacher should be able to structure the scaffolding of their student's knowledge, in such a way that the students can analyse, show understanding and form connections. In Lee S. Shulman's book, 'Knowledge and teaching: Foundations of the new reform,' (Shulman, 1987) Shulman indicates that while a teacher must have an in depth understanding of the constitutions of a subject, the skill of how to pass on subject knowledge holds an equal, if not more significant value. Shulman developed the idea of Pedagogical Content Knowledge (Shulman, 1987), an idea which underpins many other work, opinions and theories, as seen in research papers, such as, 'The knowledge quartet' (Huckstep, Rowland and Thwaites, 2003), 'The synthesis of subject and pedagogy for effective learning and teaching in primary science education' (Parker, 2004) and 'Successful Futures' (Graham Donaldson, 2015). This idea of pedagogical content knowledge is a combination of pedagogy and content knowledge. Content knowledge being the fact and specifics of a subject and pedagogy being the variety of methods in how the content of a subject can be taught. Together they allow for a teacher to not only teach what they know in a straight forward fashion, but to have a developed range of methods that allow for the multiple ways a student might interpret a piece of information and how they may react or ask questions (Shulman, 1987). Shulman touches upon the idea of crossing subject boundaries; this idea of cross curricular connections between different topics is also an underlying theme of Donaldson's report, 'Successful Futures' (2015). Donaldson's report, a result of his independent review of the welsh national curriculum, consisted of 68 recommendations for it's improvement, some of which stated the need for students to be taught in a way that allowed for cross curriculum teaching of subjects, such as literacy, mathematics and ICT, by their teachers, who hold a level of "cross curriculum responsibility." (Donaldson, 2015, pg. 42)

Shulman's work indicates that an advanced level of pedagogical content knowledge takes time to perfect and become successful in a classroom setting with these skill's being most often possessed by long time teachers. This is specified in Shulman's case study of "twenty-five-year veteran English teacher, Nancy" (Shulman, 1987, pg.1). Nancy, despite being out of sorts with the flu and a case of laryngitis, was able to demonstrate a fluidity to her teaching style and was able to adapt to the

unforeseen circumstance with ease, adjusting her teaching accordingly with each lesson and highlighting her concrete understanding and ability to teach pedagogically. Nancy's familiarity with the texts, due to her long-term teaching position, allowed her to commit to memory key pieces of subject knowledge, in addition to being able to utilize different teaching methods and include differentiation in her teachings (Shulman, 1987). Shulman makes the key point that, an 'advanced level of subject knowledge and pedagogical content knowledge, is important in learning and teaching being effective in school.'

Shulman's idea that pedagogical skills takes time to perfect to become successful in a classroom setting, is highlighted and further backed up by a similar case study, produced by the British Society for Research into Learning Mathematics, in their research paper, 'The Knowledge Quartet'. This paper was created with the intent of it being a potential framework for mathematics, to assess the subject knowledge of primary teachers (Huckstep, Rowland and Thwaites, 2003). This case study, in comparison to the previous one, which focused on a veteran teacher, exams the progression of Naomi, a trainee teacher. Naomi showed a lack of differentiation in her lessons, with an inability to plan lessons that allowed for periods of reflection showing if understanding from the students has occurred; this seemed to be due to poor pedagogical planning rather than Naomi's subject knowledge (Huckstep, Rowland and Thwaites, 2003). Despite Naomi's strong educational background and robust qualifications, her inability to physically teach the subject knowledge in a manner that was organized and flexible to the individuals in her class, resulted in confusion and the effectiveness of the learning being impacted detrimentally. This example of a teacher with a good subject knowledge but with poor pedagogical skills backs a point made by Shulman, who stated "Comprehension alone is not sufficient" (Shulman, 1987, p14); this meaning the skill of delivering a lesson is just as important as the subject knowledge for teaching to be effective.

These case studies, when compared, show while subject knowledge is needed, it is equally as important to demonstrate useful, organized and flexible pedagogical organisation and choices. It is of significance that a good teachers pedagogical knowledge is developed through years of trial and error, along with a gained familiarity of the subject content.

Looking at a range of sources, there seems to be a common question as to what holds the greatest impact on effective learning and teaching in primary schools. Those such as, Shulman and Huckstep et al, argue that a good understanding of subject knowledge and good pedagogical content knowledge is needed to make a teacher successful in their teachings. However, both had their own, slightly varying, ideologies of what characteristics had the most impact in making a teacher's teachings effective.

Shulman created a list, summarising what he believed the characteristics of a successful teacher should include. This list consists of the following; comprehension, transformation, instruction, evaluation and reflection, resulting in new comprehension (Shulman, 1987). In comparison Huckstep's et al, framework was split into four distinct fragments; foundation, transformation, connection and contingency. Similarities can be noted between Huckstep's et al, seminal piece (2003) depicting the four steps and Shulman's (1987) 'Model of pedagogical reasoning and action.' These similarities include but are not limited to: having an understanding of the subject knowledge, transforming subject knowledge to the students using a variety of pedagogical choices, checking for understanding amongst the students, active classroom organisation and tailoring lessons towards the individual. Huckstep et al, while concerned with the importance of the trainee teacher having understood the subject knowledge, indicated that their beliefs held significances; in this context, beliefs being an element held by different teachers that affects their individual teaching practices on how they understand, teach and reflect (Huckstep et al, 2003).

The significance of belief having an impact on effective teaching and learning is an opinion also held by John Hattie. In 'Visible Learning for Teachers' (2012), Hattie discusses the importance of teachers making sure learning is visible to their students, as this gives the students the scaffolding they need to learn independently and allows for the teachers to assess if learning is taking place. It is argued by Hattie that a teacher should value the quality of their own deep understanding of the subject and beliefs in how the subject should be taught and reflected upon by themselves and their students, over the quantity subject knowledge and pedagogical content knowledge, which hold little consequence to the overall learning of students (Hattie, 2012). This is not to say that Hattie does not value the quantity of subject knowledge and pedagogical content knowledge, but rather that he considered them

to be of lower value in the route to effective teaching and learning, a direct contradiction of Shulman's (1987) work.

Hattie indicates in 'Visible learning for teachers' (2012), that there are two types of teachers, experienced and expert. Hattie suggests that an expert teacher will have a more effective influence on their students, promoting a better outcome in student learning than an experienced teacher (A novice teacher). A point similarly made by David Berliner in 'Learning about and learning from expert teachers' (2002) and Audrey Amrein-Beardsley in 'Recruiting expert teachers into high-needs schools: Leadership, money, and colleagues' (2012).

Hattie claims an expert teacher has a greater impact the effective learning of their students compared to experienced teachers. An expert's class tends to show a significantly more advanced understanding and knowledge (Hattie, 2012). This suggests that the quantity of subject knowledge and pedagogical content knowledge may not have a significant role in effective learning and teaching in schools but rather the ability to access a deeper level of knowledge allowing for a deeper understanding, has a more significant role in effective learning and teaching.

Hattie characterises an expert teacher as a passionate teacher who has the ability to monitor their classes' understanding and create flexible and tailored lesson plans. These lesson plans allow for the integration of a student's prior knowledge with new knowledge as well as facilitate the potential to link different subjects together across the curriculum (Hattie, 2012.). Hattie explains that an expert teacher should be able to establish a positive and trusting classroom environment that allows for bonds to be created, not only between themselves and their students, but between the students themselves. In turn, these bonds allow for a classroom environment where misconceptions can be more openly discussed, permitting reflection, a more in-depth understanding and effective teaching and learning (Hattie, 2012).

Similarly, the idea that the depth and belief of a teacher's understanding (expert teacher) is valued more than their overall subject and pedagogical content knowledge is further backed up by the works of Berliner (2002) and Amrein-Beardsley (2012), who hold equally similar views.

Amrein-Beardsley, who's research journal, 'Recruiting expert teachers into high-needs schools' (2012), determined that the quality of a teacher is absolutely crucial

in achieving effective teaching, learning and overall student achievement. Here Amrein's classification of an expert teacher has some similarities to that of Hattie (2012), including; the promotion of students learning in a positive learning environment and using an assortment of engaging pedagogy methods (Amrein-Beardsley, 2012).

Furthermore, Berliner, who's online article, 'Learning about and learning from expert teachers,' (2002) highlighted several of the same points made by Amrein (2012) and Hattie (2012) in the characterisation of an expert teacher. Berliner's classification of the characteristics of an expert teacher are as follows; expert teachers have engaging interactions with their students and maintain an organised environment using a range of pedagogical choices and flexible lesson plans, which link subjects across the curriculum (Berliner, 2012). Berliner supports his argument by citing the case study performed by Westerman (1991). Westerman's study looks at the differences between the ability of an expert teacher compared to that of a novice teacher. The study showed that the expert teacher had developed better subject knowledge than the novice teacher, who struggled not only with the lack of understanding of the subject knowledge but also with an inadequate ability to transfer information to the students. The novice teachers' lack of pedagogical and subject knowledge leads to a lack of confidence to and an inability to improvise their lessons to cope with teaching moments; in turn this results in novice teachers who feel the need to stick to their lesson plan strictly (Westerman, 1991). Unlike the expert teacher, who's array of pedagogical choices and in-depth subject knowledge created a confidence in their teaching and allowed them to interact with their students and let them guide their own learning of the topic (Westerman, 1991). This case study holds strong comparisons to ones previously mentioned by Shulman (1987) and Huckstep et al. (2003). Supporting the idea that strong teacher subject knowledge and pedagogical content knowledge are a key characteristics found in expert teachers that contribute to effective teaching and learning in a school.

Personal Teaching Experiences.

For the purpose of this part of the essay I will be using the four units in the 'knowledge quartet' (Huckstep et al., 2003). These units are as follows: foundation,

covering the subject knowledge and beliefs held by a teacher; transformation, how subject knowledge is transformed to be taught effectively; connections, the checking for understanding with links to previous lessons and across the curriculum and finally connectivity, the flexibility of the teacher to stray from the lesson plan during unexpected moments where the students may want to engage in aspects of the learning.

Foundation

In my placement school I was expected to teach a number of different subjects in the foundation phase. This required me to have a level of subject knowledge and understanding before entering the class.

With strong GCSE's, A levels and a science-based degree behind me, my maths and numeracy skills are well developed and hence in my PTE in school A, I felt confident in this subject area which covered topics such as number bonds to 10, recognising odd and even numbers and counting in 2's, 5's and 10's. My belief that all children need to have a basic understanding of maths by the time they enter key stage 2, in order to give them the scaffolding they need for continuing development, has guided my teaching of the subject.

My literacy and language skills have also been well developed through my educational journey and my love of reading. I have no doubt that literacy and language are a very important part of the foundation phase curriculum that will support that a child through-out their education and life. In my placement school phonics and reading groups allowed for me to understand where and why the students were struggling, allowing me to plan how to tackle their individual needs. The ability to read and have the capability to analyse information, develop communication skills and write in a stimulating and creative manner are crucial in life.

My understanding of digital competency is of a good standard due to growing up with technology in my house, school and university. My knowledge of how to use tablet technology, which is now a key resource in most classrooms, has been useful when teaching the children about different applications and other uses. Technology is now an important tool in the classroom and other areas of life; to that end developing digital competency is crucial for children as it will play a key part in most of their lives today and in their future careers.

Indeed, this is a belief articulated by Donaldson in his six areas of learning and experience; he highlighted that when correctly taught by a teacher with an in-depth subject knowledge, a child stands a greater chance of becoming an ambitious, confident, creative and well-informed individual, who will be able to create an understanding and form connections, not only across the curriculum, but in day to day life (Donaldson, 2015).

Transformation

Despite my confidence with the majority of my subject content knowledge, I discovered in one of my maths lessons a lack of pedagogical knowledge, which resulted in confusion and disruptions amongst the class, impacting my confidence. The lesson objective was to count up to one hundred in fives. Initially, following my lesson plan (Appendix 1), they were able to tell me what they knew about counting in 5's and sung along to a counting song. When moving on to the main task, I did not consider that the students did not know as much as I initially thought and planned for. They struggled not only to put the number gloves on in the correct order but, in some cases they could not even read what their number was. My misunderstanding of the complexity of the task, in relation to the prior knowledge of the students, resulted in an ineffective lesson that failed to deliver an understanding to the children. I contemplated and tried different ways of overcoming this obstacle but failed, resulting in a dent to my confidence. I latched onto my lesson plan as a crutch instead of improvising a better way of teaching. Despite my own understanding of the subject knowledge, my lack of pedagogical content knowledge was my downfall.

Transforming my subject knowledge using effective pedagogical choices to present to the students, is an attribute that I demonstrated during my lesson on health and wellbeing with links to digital competency. In this lesson, as shown in the appendices (Appendix 2), I needed to teach the children using an application on an iPad to assist in them being able to form connections between the growth of the tree in the application and making healthy choices in their own lives. Before the lesson started I gave myself time to practice using the application, as my fellow teachers had no experience in using it. Due to my proficiency with an iPad, I was able to access and quickly pick up on the point and uses of the app. I started the lesson by having them tell me what they knew about healthy living and eating. This allowed me

to assess their prior knowledge and provided me with guidance as to what support and language I should be using. I proceeded to explain what the application entailed and how they needed to complete these games to make the tree grow. I withheld telling them the link between the trees growth and the healthy choices. After a period, I asked them if they had noticed anything in common between the games. The majority began to link that there were fruits, water and exercise in most of the games. Some even commented, "They are all healthy foods." This reflection showed me an understanding was beginning to form. After this I left them to explore the application further and develop their own connections from what they had discussed with me. At the end I used open and closed questions to reflect on the understanding they had created. Questions such as, "What did you do?", "What happened to the tree?" and "Can Miss drink loads of cola?". My solid understanding of content knowledge and the iPad, while using different pedagogical choices, allowed me to conduct a lesson where the learning and teaching were both effective.

These examples indicate that while subject content knowledge is important in effective learning, a lack of pedagogical skills will detrimentally affect the lesson. An inability to effectively transfer knowledge to the students, in an engaging way that promotes active learning and formation of connections across the curriculum, can impact their ability to understand and cause confusion. This idea that we should not only value what we teach but how we teach it, was a key theory of Shulman (1987).

Connections

The ability of a child to form connections between prior knowledge from previous lessons is a crucial aspect in their learning. The making of connections by students indicates that the teaching and learning has been effective.

In school A, during an english lesson (Appendix 3) I decided to have the children create a poster based on their previous work covering plastic pollution and what they wanted to tell other people. I believe this lesson was of importance as it is my belief that all children should have an idea of the world around them and how their actions in their day to day lives will have consequences. Initially, I began by discussing anything they remembered from previous lessons, that enabled them to demonstrate their subject knowledge. If they were struggling, I showed them images from work they had done previously and had them reflect on what they did as a memory jogger.

This allowed them to make their own connections without me leading them to the answer. These included making sea animals out of plastic and producing news report on plastic pollution (Appendix 4/5). I provided examples of similar posters and let them decide their own titles and the direction they wanted to take their poster in; this was important as it indicated to me that they could work independently based on their own knowledge and understanding. In this case, I judged the complexity of the task correctly, as they were able to demonstrate their knowledge and understanding in a creative way, using posters (Appendix 6), with only some children requiring guidance (Appendix 7). By the end of the lesson they were able to reflect on their posters and what they had learnt.

This lesson allowed me to reflect on the overall understanding of the students, based on my beliefs of what the class should understand. This idea of my belief having an effect on how I teach the lesson and the understanding held by the class, in their learning of the subject, is one held by Hattie (2012).

Contingency

When teaching, it is important to remember that not every lesson will adhere to the lesson plan. Some of the best lessons are based on the flexibility of the teacher to focus the lesson around the curiosity and questions of the students; a point that was made by Berliner (2002) and further backed up by Westerman's (1991) case study. I was able to demonstrate this attribute early on in my placement with school A, when teaching basic skills. This included basic skills, such as; shapes, weather, fine and gross motor skills, days of the week, months of the year as well as the topic the example is based on; seasons.

Initially, this lesson (Appendix 8) was meant to focus on the four seasons and the difference between each. The first part of the lesson followed the lesson plan; however, as we were talking about the different months in each season, I noticed a few of the children talking about their birthdays. One of them asked if being born when the sun was shining meant they were born in the summer. This caused the rest of the group to follow in the same line of questioning. Instead of continuing with my lesson plan, I went to the class teacher and got a list of the months the children were born in, as I knew most did not know their own birthday. When I returned, I told the children I was going to whisper their birthday month to them and they had to

establish what season their birthday month was in and keep it a secret from their peers. After I did this I selected someone to come to the front and to give 3 clues about the season they were born in using their season plates; the class would then guess the season. This approach allowed me to sit back and let the lesson become a student lead affair. I was able to watch their progression and reflect on their learning and understanding.

This lesson challenged my ability to be flexible with the lesson plan and tested my capability to improvise at any point. By utilizing contingency, I was able to achieve the objective of the lesson despite moving away from the lesson plan. By allowing them to have a say in their learning, student engagement is encouraged.

Conclusion.

Based on my reflections and analysis of several pieces of literature and reflecting on my professional teaching experiences, I have summarised various points in my detailed analysis of the statement, 'A critical analysis of the relationship between teacher subject knowledge and effective learning and teaching in primary schools.' I believe that subject knowledge plays a part in the effectiveness of learning and teaching in schools. Looking at my research, pedagogical content knowledge, a theory created by Shulman (1987), seems to go hand in hand with subject knowledge. Together, they create teachers who can take their in-depth subject knowledge and a range of pedagogical skills to teach their students and create understanding; this was demonstrated through my own experiences, during my placement in school A. However, while subject and pedagogical knowledge have a part in effective learning, everyone has their own characteristics as to what makes a teacher successful in their teachings. For example, Hattie (2012) argues that while subject and pedagogical content knowledge are important, a teachers beliefs and in-depth understanding of the deeper level of knowledge (expert teacher) should be a priority.

In reflection, I believe that a teachers subject knowledge, while important in effective learning and teaching in a primary schools is only one aspect of effective learning and teaching. The ability to effectively transfer information to students in an understandable and engaging manner is equally as important. Indeed, other

characteristics includes belief, organisation of the classroom, behavioural management and many others have a part to play.

Word count:4279

Appendices

Name of Trainee: <u>Georgina Jones</u>		Session ref: <u>201118(2)Mentalmath07</u>	Date: <u>20th November 2018</u>	Class: <u>Year 1</u>	Cynllun Ffocws y Cyfnod Sylfaen 2d		
Targed(au) Hyfforddi Personol		To use class management techniques effectively.		Number of learners: <u>16</u>		Age: <u>5 – 6 years old</u>	
Learning objectives/intentions:		To count up to 100 in 5's.	Success Criteria	Be able to identify and understand how to count in 5's.		Meeting learners' needs:	Differentiation in the task
Introduction/plenary tasks			Main activities		Resources/ Key Vocabulary		Assessment for Learning (strategies and opportunities)
Introduction Discuss what they know about counting in 5's. YouTube: (Counting by 5's to 100) https://www.youtube.com/watch?v=EemjeA2Djjw Introduce the task			Trainee focused task Have them in a circle count in 5's as high as they can. Hand out numbered gloves. Get them to try and find whos next and form their own number line. HA – Have them count without the gloves LA – Support them with a number square <u>Additional adult tasks</u> N/A		Interactive white board 16 pairs of gloves Number square		Questions (Open and closed) Assessment for learning
Plenary If appropriate: Have them recite upto 100 in 5's together.			Independent learning opportunities:				
Curriculum coverage (range and skills) To count in 2's, 5's and 10's to 100.							
Literacy (LNF) Listen and carry out instructions				Numeracy (LNF) Transfer mathematical skills to play and classroom activities.			
DCF Use of interactive whiteboard.			Thinking How to count in fives.		ESDG N/A		YCC Count in welsh

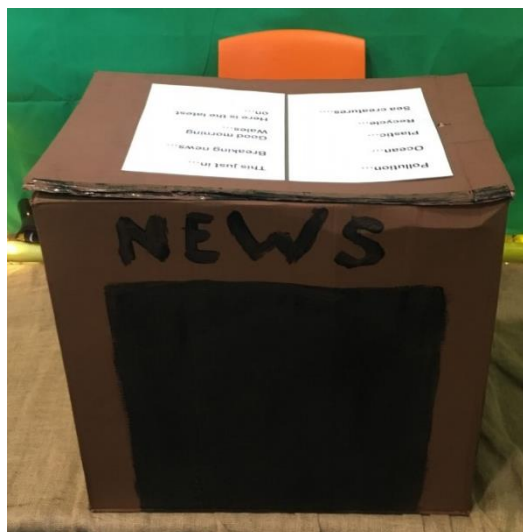
Appendix 1: Lesson plan of math lesson. (Counting in 5's.)

Name of Trainee: Georgina Jones		Session ref: 101218(02)ICT01	Date: 10 th December 2018	Class: Year 1	Cynllun Ffocws y Cyfnod Sylfaen 2d	
Targed(au) Hyfforddi Personol		Classroom management techniques		Number of learners: 29		5-6 years old
Learning objectives/intentions:		To be able to use the "wonder of me app."	Success Criteria	To use the app to identify a link between the growth of the tree and healthy living.		Meeting learners' needs:
Introduction/plenary tasks		Main activities		Resources/ Key Vocabulary		Assessment for Learning (strategies and opportunities)
Introduction		Trainee focused task (purpose, outline of trainee's role and children's learning): Explain the reasoning behind the app. Initial support them in the mini games and show them how their prizes make the tree grow. Observe and support if needed. HA – Have them explain what is happening and why their tree is growing. LA – Have them play the less complicated games. Additional adult tasks (purpose, outline of additional adults' role and children's learning): N/A		iPads App – Wonder of me		iPads – for reflection Open and closed questions
Plenary		Independent learning opportunities:				
Describing what they have found out and offering simple explanations.						
Literacy (LNF) Show understanding of what they have heard by asking questions to find out more information.				Numeracy (LNF) N/A		
DCF Used for reflection. Used for the wonder of me app.		Thinking Create a link between healthy living and the growth of the tree. Links to real life applications.		ESDGC Healthy living		YCC Incidental welsh

Appendix 2: Lesson plan of Digital competency/Health and wellbeing lesson.

Georgina Name of Trainee: Jones			Session ref: 201118(03)English01	Date: 20 th November 2018	Class: Year 1	Cyllun Ffocws y Cyfnod Sylfaen 2d
Targed(au) Hyfforddi Personal		To use class management techniques effectively.		Number of learners: 29	Age: 5-6 years old.	
Learning objectives/intentions:	To create a poster on pollution.	Success Criteria	To understand what features make up a poster and how they can create on for recycling/save the turtles.	Meeting learners' needs:	Differentiation in tasks.	
Introduction/plenary tasks		Main activities		Resources/ Key Vocabulary		Assessment for Learning (strategies and opportunities)
Introduction Have a discussion on what they have learnt about; water pollution, recycling and sea creatures(turtles.) Show them example posters. Introduce tasks.		Trainee focused task: Have them list key features to a poster. Have them talk about what they would like their poster to be about and how they want it to look. Let them create a draft poster based on whatever topic they choose. Observe and offer support where needed. HA – Create their main poster. LA- Create a list of key aspects that all posters must have. Additional adult tasks (purpose, outline of additional adults' role and children's learning): N/A		Colouring pencils Paper Example posters List of key poster features Pencils Rulers iPad		Open and closed questions iPad (For reflection)
Dispos:		Independent learning opportunities:		Numeracy (LNF)		
Literacy (LNF) Express an opinion on familiar subjects. Take part in activities with others and talk about what they are doing. Use specific words which relate to the topic of their writing.				N/A		
DCF iPad used to record learning for later reflection and to show example posters.		Thinking How to create an effective poster.		ESDGC How people can make a difference to their environment by spreading the word.		YCC N/A

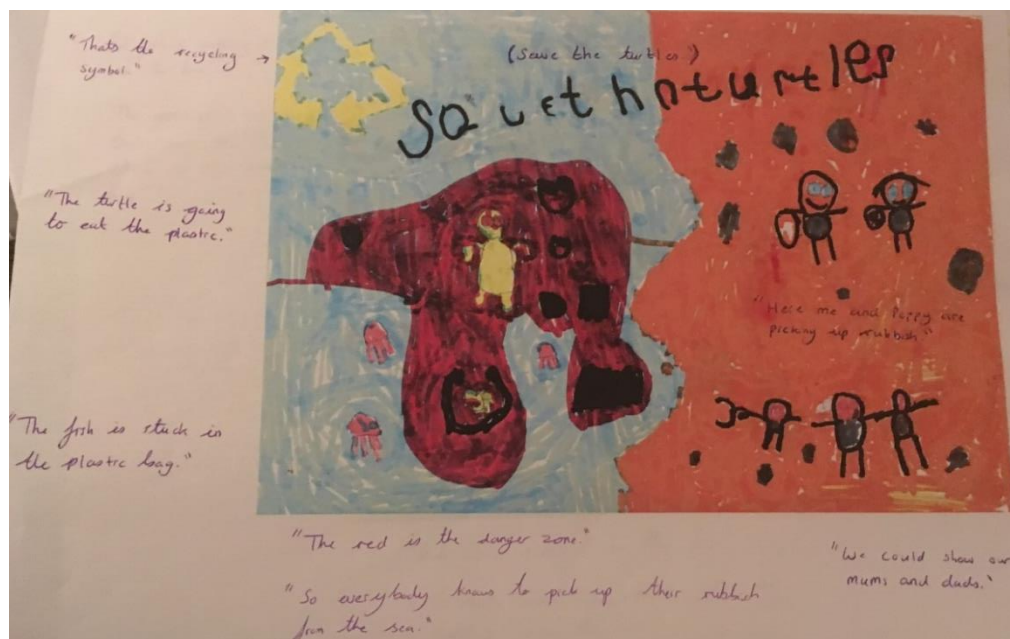
Appendix 3:Lesson plan of english lesson on creating a poster on plastic pollution.



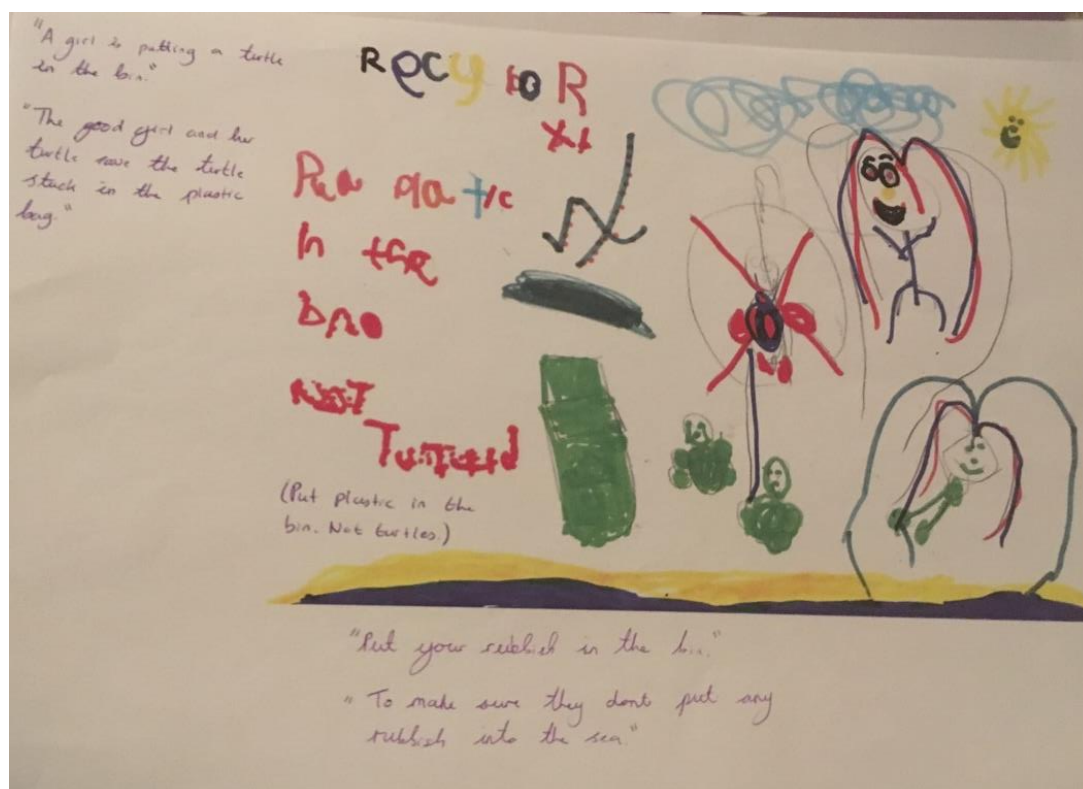
Appendix 4: Picture of news report set up the class used when doing their report on plastic pollution. Used to remind the children about the knowledge from previous lessons.



Appendix 5: Picture of sea creatures made out of plastic recycling. Used to remind the children about the knowledge from previous lessons.



Appendix 6: This is an example of a poster made by one of my students who required little to no support. They created a poster based off of a school trip, where they picked up plastic off the beach.



Appendix 7: This is an example of one of my pupils that required some support. Initially, the poster was them throwing the turtle away. After going over past lessons they realised their mistakes and corrected the poster.

Name of Trainee: <u>Georgina Alys Jones</u>		Session ref: <u>191118(4)BasicSkills06</u>		Date: <u>19th November 2018</u>		Class: <u>Year 1</u>		Cynllun Ffocws y Cyfnod Sylfaen 2d			
Targed(au) Hyfforddi Personol:		To use classroom management techniques effectively.		Number of learners: <u>10</u>		Age: <u>5-6 years old</u>					
Learning objectives/intentions:		To learn the four seasons.		Success Criteria		To identify the seasons and their associated months.			Meeting learners' needs:		Differentiation in the task
Introduction/plenary tasks			Main activities			Resources/ Key Vocabulary			Assessment for Learning (strategies and opportunities)		
Introduction Discuss what they know about the 4 seasons of the year. Discuss the task.			<u>Trainee focused task</u> Place them into pairs and hand out plates with seasons on. Have them pick a season and as a class discuss what happens in each one. Draw a picture in each season to represent it. HA – Begin to talk about the months in the season. LA – Have them practice the season we are currently in. <u>Additional adult tasks</u> N/A			Paper plates Colours – pencils etc iPad			Open/closed questions iPad – Record and reflect on the learning		
<u>Plenary</u> If appropriate have them tell me one thing that happens in each season.			<u>Independent learning opportunities:</u> N/A								
Curriculum coverage (range and skills) Collaborate and discuss. Investigate how places change, e.g. the weather, the seasons, buildings, people's jobs											
Literacy (LNF) Listen and carry out instructions. Show understanding of what they have heard by asking questions to find out more information. Use pictures, symbols, letters in sequence and familiar words to communicate meaning.						Numeracy (LNF) N/A					
DCF Using the iPad to record the learning			Thinking What seasons are there in a year.			ESDGC N/A			YCC N/A		

Appendix 8: Lesson plan of Basic Skills lesson on seasons.

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