Professional and Pedagogic Studies: Leading the Learning: what, how and why am I teaching

03 December 2019 20:33

Student Name: Joanne Davies

Student Number: 1601919

Pathway (P-PGCE/S-PGCE)

Assignment: ECAD6007

Overall this was a good response to the task set. However it must be noted that there were elements that were excellent.

Mark awarded = B

	Target	What I have done in this assignment
Target 1	When making recommendations move forward with originality and independent thought.	I believe that I have been able to use my experience of PTE1 coupled with the research and reading that I have accomplished, has developed a greater understanding of the three pedagogical principles. Evidence of this is shown in my writing of this assignment.
Target 2	An even greater synthesis of research.	Due to a greater understanding and experience of teaching I am now linking theory to practice and am therefore can critically accept or discount theorist's beliefs. This is also evident in my writing.

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Example 1 - Cross-Curricular Responsibilities - Expressive Arts - Literacy and DCF

15 December 2019 14:19

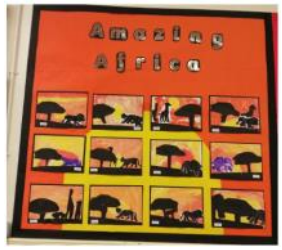
During this Expressive Arts lesson in year 1, I included meaningful links to the Creative Arts Framework. Whilst also embedding meaningful links of cross-curricular responsibilities of Literacy and the Digital Competency Framework. The rationale for designing this lesson was the pupil voice. However, it was also an excellent way to call upon cross-curricular pedagogy to promote and enhance learning.

Lesson Plan – Step 1 Cynllun Gwers – Cam

Student-teacher	Joanne Davies	Class:	Year 1
AoLE or Subject	Expressive Arts	Date:	4/11/19
Lesson Focus:	Create a sunset backdrop using paint wash and add silhouettes of African animals.		
Meaningful links to Curriculum	Creative Arts (framework): Explore and experiment with a variety of techniques and materials. Choose from a variety of animals supplied and arrange and combine materials to express their ideas creatively		
Meaningful links to: Cross Curricular Responsibilities	Literacy (LNF): Take part in activities with others and talk about what they are doing. Contribute to conversations and respond to others, taking turns when prompted regarding peer assessment. DCF: Upload on Seesaw		

Learning Objectives (focus on Learning- use accessible vocabulary):
The children will learn to: Be able to create a sunset Savanah picture using paint and tracing around and cut animal silhouettes.

Evidence of Creative Arts (framework)



Evidence of Digital Competency Framework

The children took a photograph of their pictures (uploaded to SeeSaw) and then evaluated a voice recording over the top of the picture.

LA

voice-capti on

A

voice-capti on

MA

voice-capti on

According to Anning (2010) Children learn to make meanings in communities of practice through interaction with more experienced others. Young children's strategies for and attitudes to learning are determined by the sociocultural contexts in which they practise those strategies, including learning how to draw within the distinct cultures of home and school.

Reflection of the lesson

Evidence of Literacy (Oracy)

During the lesson I promoted discussions between the children to develop techniques together and share ideas collaboratively. Good teaching and learning supports' social and emotional development and positive relationships. Good teaching and learning encourages' collaboration. The student-teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this(A5).This promoted a positive impact, especially on a child who was struggling with confidence of his work. During the lesson one child was quite upset, because he thought his sunset looked wrong. I explained that not all sunsets look the same and reshowed the examples). The children in the group also praised the child and said that his work was good. I told him that once the picture dried it would look very different. This challenged him to recognise that if he continued with his effort it would be worth it. He was delighted when the picture had dried, which made him realise that he could do it if he tried. The student-teacher actively seeks, listens to and takes account of the views of learners in order to fully engage and encourage them as active participants in their own learning(I2). The discussions held between the children and with the teacher also promoted the children's oracy skills. Which was set in the objectives for the lesson: Take part in activities with others and talk about what they are doing. Contribute to conversations and respond to others, taking turns when prompted regarding peer assessment. Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them.

Example 2 - Cross- Curricular Responsibilities - Health and Well-being and Literacy

15 December 2019 11:10

Plan for Cross-Curricular Learning Experience

Lesson Plan

Student-teacher	Joanne Davies	Class:	Year 1
AoLE or Subject	Health and Well-being	Date:	25.11.19
Lesson Focus:	To create a dance for the Christmas Concert		
Meaningful links to Curriculum	**Health and Well-being:** Developing physical health and well-being has lifelong benefits - **Progression step 1** - I can respond to instructions about movement and can move safely in a variety of spaces. **Progression step 1** I can move in different ways, and can choose to take part in active play on my own and alongside others.		
Meaningful links to: Cross Curricular Responsibilities	**Literacy:** Strand - Oracy- Developing and presenting information and ideas: **Listening-** listen to others, with growing attention, usually responding appropriately, e.g.carrying out instructions.**Speaking -** respond with increasing detail to drama and other creative stimuli.		

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Children will create a series of 5 dance moves to a Hawaiian Christmas song.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning - Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
I can plan a dance routine I can remember a series of dance moves I can dance to my plan using music	• Assessment for learning (what they already know) • Self-assessment • Peer-assessment • Good listening skills • Assessment for learning (after)

Evidence of Cross-Curricular Learning

Health and Well-being

Evidence of Learning (including attitude to learning over time))	The focus for the lesson the children in year 1, was to create a dance to Hawaiian music for their Christmas show by responding to instructions through the movement of dance. To be able to move in different ways to music whilst understanding the concepts of left, right, forwards, backwards and fast and slow.

The children had also warmed up before the lesson, whilst warming up, I asked the children why we warmed up. Then at the end I shared with the children the reason it is important to cool down.

The children were already aware of the reasons for warming up from prior learning.

Plan for success criteria

Literacy

The lesson also consentrated on cross-curricular literacy in the form of oracy. As through the planned lesson the children would be able to demonstrate the ability to listen to others and respond appropriately. The children were also to give instructions to peers.

The success criteria for this lesson is that the children can remember a series of dance moves and plan a dance routine with peers, using Hawaiian music.

Evidence of Learning

Once the children had practiced to this second song. I split the children into their groups and asked them to think of a move that they had seen that was their favourite and then practice it and share it with the other group members. To create a dance routine. The children then presented their dances to the class.

Example 3 - Cross-Curricular Responsibilities - Expressive Arts - Numeracy, Literacy, DCF and Cymraeg

03 December 2019 20:40

Plan of Cross-Curricular Learning

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Joanne Davies	Class:	Class 3/Year 1
AoLE or Subject	Expressive Arts	Date:	11/11/19
Lesson Focus:	Focus: To explore African colours, shapes and patterns.		
Meaningful links to Curriculum	Creative Arts (framework): Explore and experiment with a variety of techniques and materials. Choose from a variety of animals supplied and arrange and combine materials to express their ideas creatively		
Meaningful links to: Cross Curricular Responsibilities	LNF: Numeracy - Identify steps to complete a task or reach a solution. DCF - Problem Solving & Modelling Break down a problem into separate parts to make it easier to understand. Literacy – Oracy Talk about the process, include details or relevant vocabulary to extend ideas. Cymraeg - Use incidental Welsh throughout.		

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

The pupils will learn to:

Design a T-shirt for the African rugby team. The T-shirt design will consist of repeating patterns.

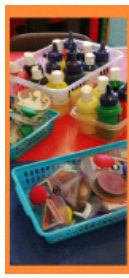
Cymraeg

During all lessons I always promote the Welsh language. Throughout this lesson asked the children 'Pa liw?' and asked them to recall their colours in Welsh.

Evidence of Cross-Curricular Learning

Creative Arts (framework)

Using a variety of stencils to design a t-shirt for printing.



Literacy

Children talked about what they wanted their t-shirts to look like and discussed with peers different possibilities for each other's.

Numeracy

The children had identify what pattern would fit on their t-shirt. Identifying shapes, colours and sizes.

Digital Competency Framework

Children used the stencil shapes and t-shirt to work problem solve

Example 1- Assessment for Learning - Questioning

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The Plan for Questioning for Assessment for Learning

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

Student-teacher	Joanne Davies	Class:	Year 1
AoLE or Subject	Health and Well-being	Date:	18.11.19
Lesson Focus:	Physical Education through the movement of dance. Listening and following instructions		
Meaningful links to Curriculum	**Health and Well-being:** Developing physical health and well-being has lifelong benefits - **Progression step 1** - I can respond to instructions about movement and can move safely in a variety of spaces. **Progression step 1** I can move in different ways, and can choose to take part in active play on my own and alongside others.		
Meaningful links to: Cross Curricular Responsibilities	**Literacy:** Strand - Oracy- Developing and presenting information and ideas: **Listening-** listen to others, with growing attention, usually responding appropriately, e.g.carrying out instructions.**Speaking -** respond with increasing detail to drama and other creative stimuli.		

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Listening and follow a set of dance instruction embeded within a song.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
I can listen to instructions I can follow instructions.	• Assessment for learning (what they already know) • Self-assessment • Peer-assessment • Good listening skills • Assessment for learning (after)

The Implementation of my plan of Questioning through the lesson

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)
Teaching & Core Learning	**Main Lesson** Aims of today's lesson: To move to the left, right, up and down and backwards. **Assessment for learning** 1. Play the music for the children to listen to once with no talking or dancing (The Cha Cha Slide). https://www.youtube.com/watch?v=EWBLyKB9Ok8&list=PLEQzIAsvGC8Z00ptcP9TVdYxeqSdI7yX6 2. Questions: **Have the children listened to this song before?** **Where did they hear it?** **It has a lot of moves/instructions in it?** 3. LISTEN TO THE MUSIC – BREAKING IT DOWN **Can you hear the moves it is telling you to do?** HANDS UP – **What moves/instructions can you hear?** 4. Now it is your turn In the song there are moves that you might not know so let's work together to practise them. Then we can put the moves altogether and dance at the end. Teacher to demonstrate and break down the steps • Use the whiteboard to demonstrate left and right. 5. Finale Children to dance to the song all the way through. **Cool Down** Stand up - put your arms above your head and stretch Bring your arms down by your side. From last week you moved your leg to 12 o'clock and then 6 o'clock (repeat 4 times) Then 3 o'clock and 9 o'clock (repeat 4 times)	Children to point to the left, right, forwards and backwards. Children to listen to the music. Children to answer questions. Children to think about the moves they have to do and tell the class, what they think they are. Children to copy and practise the moves with teacher. Children will cool down	Whiteboard With clock drawn on to it
Plenary	WELL DONE NEXT TIME YOU GO TO A PARTY OR DISCO YOU WILL BE ABLE TO DANCE TO THE CHA CHA SLIDE. Sit the children down. Assessment for learning Ask the children to: point to the Left Point Up Point to the Right Point Down And point to the Back Children to assess which children get the task correct. Self-assess ask the children how they think they did with the dancing and if they think they now know where left is and right. Thumbs up, middle or down.	Children to demonstrate an understanding to the questions through answers and actions in response.	

Reflection on the Questioning Process of Assessment for Learning

An assessment of the child's prior learning was conducted prior to the children starting the task. This was in the form of a class discussion to determine who knew those concepts prior to the task.

I recapped on what the children already had learnt from the last dance lesson. This was a good way to assess for prior learning. Whilst also preparing the children for the task ahead.

During the lesson the children were split into groups to present their dances to the rest of the class. The children were then asked for feedback on the dances (peer assessment). At the end of the lesson I asked each child how they thought they had done with the thumbs up approach (self -assessment)

During this Health and well-being lesson I will demonstrate the Pedagogical Principle Good teaching and learning means employing assessment for learning. I wanted to know what the children knew before we started to dance. Through questioning I conducted assessment for learning, I ascertained that 8/22 children knew which way was left and which was right. After the lesson was completed assessment of learning ascertained that 20/22 children knew which way was left and right.

The teaching of left and right was using a clock 9 and 3 and back and forth 12 and 6. Dancing to the cha cha slide reinforced listening skills and practising their understanding of Left and right and back and forth.

Evidence of the learning Experience

I feel that this lesson went extremely well. The lesson I felt was completed from start to finish with confidence on my part and good listen from the children as I felt they really enjoyed it. I had used an idea that I had observed from the teacher the precious week on how to get the children to dance by using a pretend clock around the children to envisage what I was asking them to do. I build on this experience and will develop it further, which promotes good teaching and learning sets tasks and select's resources that build on previous knowledge and experience and engage interest. Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy. By adopting the assessment for learning prior and after learning I am applying the good teaching and learning principle of the pedagogy.

After the lesson was finished I then questioned the children again to establish what they had learnt. Whilst teaching this lesson, I recapped on what the children already had learnt from the last dance lesson. This was a good way to assess for prior learning. Whilst also preparing the children for the task ahead. For effective learning to take place it is important that when teaching, I encourage the children to take ownership of their own learning. The children had to listen to the piece of music I had chosen. Then pick out the instructions that were embedded within it. The song was the cha-cha slide (full of instructions) and an authentic context as children dance to this song during parties.

Areas for my Development Personal Targets for Progress	This was my first physical education lesson and therefore I don't believe that I had planned the timing of the lesson very well. It could have been too short. However, I was able to think of tasks to do to extend the lesson further. This included some solo performances from the children and a discussion on the importance of being healthy and why the children needed to warm up and cool-down before the lesson. My personal Target from this lesson would be to ensure that I am aware of how long each section of my lesson will take, and ensure that I have lesson extentions planned for all subjects. I was aware of lesson extensions on numeracy and literacy, but had not thought that this related to physical education too.

Example 2 - Assessment for Learning -Thumbs up/down

15 December 2019 10:47

Aims for using the Thumbs up/down method of AfL

Lesson Plan for a games lesson with the children. This lesson was designed to reflect on the effects of using authentic contexts to stimulate learning (this will also be seen in Pedagogical principle 3). However, in conducting this lesson another principle can be called upon in the form of assessment for learning. As it should in all lessons. In this particular lesson I used the thumbs up approach to assess for learning as the children would be changing and sitting on the carpet at the end of a very busy session.

The Plan for Assessment for Learning

	Activity 1 Cones Training https://www.youtube.com/watch?v=zsrGf2z0-DUe.com/watch?v=zsrGf2z0-DU https://www.youtube.com/watch?v=zsrGf2z0-DU Activity 2 Rugby Posts Activity 3 Throw and Run https://www.youtube.com/watch?v=Ano2BsFRx0s Activity 4 The challenge to be completed. Teacher will explain to the children the task they will need to do once outside.	Activity 1 Children to watch part of the cones warm up video. Activity 2 Children to kick the ball over the posts – as this will help them to practice for the challenge ahead. Activity 3 Children will throw the ball to each other, then, race to the other side of the playground and then run back again. Activity 4 Children to kick and count the cones completed the table. **Questions** Ask children if they know what they are doing.	 Use apparatus from the cupboard Cones and clipboard
Teaching & Core Learning	**Task: to measure how far children kick a rugby ball.** **Task: to complete some rugby training.** Group Work - the groups will be mixed ability Groups will be set up in their mixed abilities and given an activity to complete as a team. The children will be told that when I blow the whistle, they will change activities. Amser tacluso Teacher to put the timer on.	Walk outside and set up Challenge children to be given clip boards with chart on and a pencil. Children to help pack up apparatus Children to get changed 5 minutes	
Plenary	Children will sit on the carpet and relfect on what they did.	Children will give a thumbs up/down approach to the activity	

Reflection on the Process of Assessment for Learning

Evidence of Thumbs up/down Method

	During a discussion at the end of the lesson. I asked the children for a thumbs up/down approach on what they thought of the lesson. Had they enjoyed, what had they learnt and what they thought they might change? By adopting the assessment for learning prior and after learning I am applying the good teaching and learning principle of the pedagogy and also encourages' children and young people to take increasing responsibility for their own learning. Interestingly a few of the children had said there was not enough time on each activity and that they only had one turn on things. That they would have liked more practice. Some suggested other ideas for activities with the cones. Good teaching and learning sets tasks and selects' resources that build on previous knowledge and experience and engage interest.
Areas for my Development Personal Targets for Progress	The mentor then suggested to me that for such a lesson. The individual activities could have been done on a week by week basis and built up. I could have created 3 of the same activities for groups. This links to actively seeking the support and advice from colleagues in developing innovative approaches with the classroom so that their impact can be evaluated analysed and shared.

Evidence of the learning Experience

Notes for improving teaching practice

The use of the thumbs up/down approach is a useful tool to gain further knowledge on not only gaining information regarding what the children have learnt. But also to reflect on my own teaching practice.

Example 3 - Assessment for Learning - Traffic Lights

15 December 2019 10:47

Method of Assessment for Learning used

Traffic Light Method

The Traffic lights system that is used on placement is primarily used when marking the children's work. This is done as a form of the children's self-assessment.

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Joanne Davies	Class:	Class 3/Year 1
AoLE or Subject	Literacy	Date:	25.11.19
Lesson Focus:	To write a letter		
Meaningful links to Curriculum	**Literacy:** Strand – Writing - Organising ideas and information ideas and information - **Meaning, purposes, readers** - talk about what they are going to write. **Writing accurately** - Use specific words which relate to the topic of their writing.		

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Write a letter to Munganyan regarding your T-shirt design.

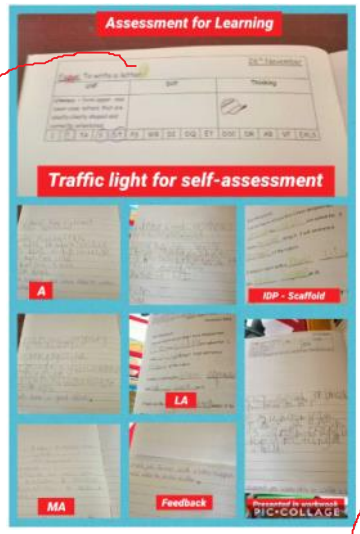
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
I can plan what I need to write. I can write a letter.	Observe children during task Children to self-assess – Traffic lights

Reflection of the Traffic Light Method

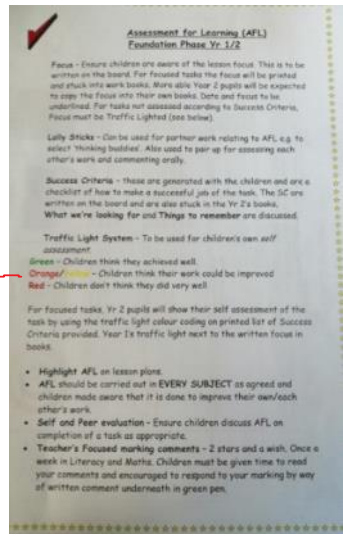
In the placement that I teaching the school have adopted a whole school approach to Assessment for Learning. During the marking of the children's work I find that most of the children colour green as how they think the task went. This is usually because the children copy their friends or do not want to say it was difficult. In my experience the children that lack confident are the children that choose yellow or red.

However, as the children get older this would be an advantageous system (they might be more understanding of what is required) to reflect back on when scrutinising their work. To assess the progression a child has made.

Evidence of the Traffic Light Method



Following School Policy



Assessment for Learning (AFL)
Foundation Phase Yr 1/2

Focus - Ensure children are aware of the lesson focus. This is to be written on the board. For focused tasks the focus will be printed and stuck into work books. More able Year 2 pupils will be expected to copy the focus into their own books. Date and focus to be underlined. For tasks not assessed according to Success Criteria, Focus must be Traffic Lighted (see below).

Lolly Sticks - Can be used for partner work relating to AFL, e.g. to select 'thinking buddies'. Also used to pair up for assessing each other's work and commenting orally.

Success Criteria - these are generated with the children and are a checklist of how to make a successful job of the task. The SC are written on the board and are also stuck in the Yr 2's books. **What we're looking for** and **Things to remember** are discussed.

Traffic Light System - To be used for children's own self assessment.
Green - Children think they achieved well.
Orange/Yellow - Children think their work could be improved
Red - Children don't think they did very well

For focused tasks, Yr 2 pupils will show their self assessment of the task by using the traffic light colour coding on printed list of Success Criteria provided. Year 1's traffic light next to the written focus in books.

- Highlight AFL on lesson plans.
- AFL should be carried out in EVERY SUBJECT as agreed and children made aware that it is done to improve their own/each other's work.
- Self and Peer evaluation - Ensure children discuss AFL on completion of a task as appropriate.
- Teacher's Focused marking comments - 2 stars and a wish. Once a week in Literacy and Maths. Children must be given time to read your comments and encouraged to respond to your marking by way of written comment underneath in green pen.

Rationale this is school policy.

School Policy says that all children are to self-assess their work using the traffic light system -I therefore offer the children 3 pencils Red,Yellow and Green for them to assess how easy they found the task to be.

Example 1 -Authentic Context - Humanities/Literacy

15 December 2019 10:45

Plan for Authentic Context
Lesson Plan

Student-teacher	Joanne Davies	Class:	Year 1
AoLE or Subject	Humanities	Date:	02.12.19
Lesson Focus:	To write a letter to father Christmas.		
Meaningful links to Curriculum	**Humanities:** Progression step 1 - I can identify special times, events and traditions in my community and in the wider world. I can identify significant events that have happened to me in the past.		
Meaningful links to: Cross Curricular Responsibilities	**Literacy:** Strand – Writing - Organising ideas and information ideas and information - **Meaning, purposes, readers -** talk about what they are going to write. **Writing accurately** - Use specific words which relate to the topic of their writing.		

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Write a letter to Father Christmas using the features of a letter.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning - Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Write it from yourself Begin with 'Dear' End with 'From…' Make it clear what you are asking for	Assessment for learning prior Observe children during task Children to self-assess – Traffic lights.

Evidence of Authentic Context in Lesson

Humanities/Literacy

The lesson, I prepared this week was to tell the story to the children of how things have changed over the years about Christmas. The children were then to write a letter to Father Christmas, this would include to write or remember something nice for others.

I feel I really engaged the children in the presentation of the lesson. The children were involved during the delivery in the form of 'Think, Pair, Share and then lollypop selection for Assessment for Learning. This also recapped about the letter writing that we had achieved in a previous lesson, therefore building on prior knowledge.

After the introduction of the lesson I took the children throughout the week in their ability groups to complete the task of writing their letter to Santa. It was my intention for the children to post their letter to Santa, however in the question session the children had expressed their pupil voice to do so too.

Before each group session, I would always recap on what the children had remembered from before. During the one session I conducted a circle time scenario as I wanted to build on the experience of how to empathise and remember the goodwill at Christmas with the children and for them to share in what the other children thought. This went well and children built on each other's experiences.

We then took the children's letters to the letter box. This was a lovely authentic context of a real event for the children to relate a positive feeling of writing letters.

Talking about historic events that used to happen at Christmas

Letters to Santa

Rationale

I choose to a lesson that could reinforce previous learning (letter writing), through an authentic context. Brown and Collins, et al. (1989) suggest that meaningful learning will only occur when it is embedded socially and physically within the lesson.

Example 2 - Authentic Context - Literacy

03 December 2019 20:41

Plan for Authentic Context

Lesson Plan

Student-teacher	Joanne Davies	Class:	Year 1
AoLE or Subject	Literacy	Date:	25.11.19
Lesson Focus:	To write a letter		
Meaningful links to Curriculum	**Literacy:** Strand – Writing - Organising ideas and information ideas and information - **Meaning, purposes, readers** - talk about what they are going to write. **Writing accurately** - Use specific words which relate to the topic of their writing.		

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Write a letter to Munganyan regarding your T-shirt design.

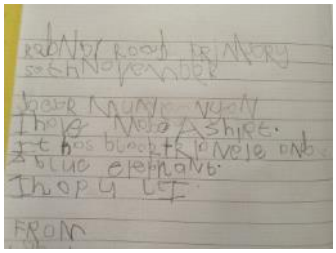
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning - Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
I can plan what I need to write. I can write a letter.	Observe children during task Children to self-assess – Traffic lights

Evidence of Authentic Context in Lesson

Reflective analysis of Teaching and strategies for development – including justification/rationale for pedagogical choices.

The lesson was planned because of the ongoing theme of designing and printing a t-shirt for a Kenyan rugby team. Even though the original idea was from the pupil voice the children will still have to learn through achieving outcomes from the Literacy framework. Good teaching and learning means employing a blend of approaches including direct teaching as well as creates' authentic contexts for learning.

The children were really engaged in the idea of making a rugby t-shirt for the Kenyan Team as they had heard from the captain Munganyan in a video call. After designing and making a t-shirt for the team.
The pupils had feedback from the coach on their designs - he also asked them to describe what they had made on their t-shirts. The children really engaged with this idea too that they were going to write what they had done to a real person.



Video call

Printed t-shirt

Letter written by a pupil using the t-shirt made to recall the authentic experience.

Example 3 - Authentic Context - Science and Technology

15 December 2019 10:45

Plan for Authentic Context

Lesson Plan

Student-teacher	Joanne Davies	Class:	Year 1
AoLE or Subject	Science & Technology	Date:	19.11.19
Lesson Focus:	To find out how high the posts could be before the ball cannot go over the post.		

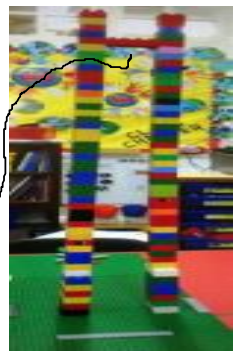
Learning Objectives (focus on Learning- use accessible vocabulary):	
The pupils will learn to: To build a rugby post, from chosen resources and determine and change the height in order to find out how high the posts could be before the ball cannot go over the post.	
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning -Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
I can build a rugby post I can flick a ball over the post I can build the post higher I can	Ask the children to evaluate their own task. Then ask the other children to peer assess the groups work.

This was based on a question that the children had asked during pupil voice

Evidence of Authentic Context in Lesson

Children watched a conversion by Dan Biggar
- They were truly fascinated

The children knew they could not fit a real post into the class so improvised with blocks and a catapult.



Investigation to see how high the post was before the ball would not go over

Children built catapults

Reflection of the learning using an authentic context

The children were engaged in the introduction of the lesson and were able to complete the task to build a set of rugby posts by working together as a team. Using the video of a real rugby player kicking the ball over the posts allowed the children to have a vision of what they were doing and how they would apply the pupil voice to answer their question. This also built further enquiry for learning as the children then asked what it would be like to kick the ball over the posts. I suggested that maybe we could do something in their games lesson. Which I then planned for in lesson dated 28th November 2019.

Opening phase (with links to prior learning)	**Introduction** During your immersion week – your pupil voice suggested the following: How high we can kick a rugby ball together with build our own rugby posts. Tell the children they are going to watch a ruby player kick the ball over the posts Dan Bigger – In front of the posts https://www.youtube.com/watch?v=rkPLCuFiFUM Hook: Challenge today is to find out how high the posts could be before the ball cannot go over the post. <u>Questions</u> How do you think we can do this? So, looking at the clip, did you see the posts? - how big they were? What shape were they? do you think we could fit those rugby posts in the classroom? So, we can answer our question. What do you think we could use to build the rugby posts? **Teacher to** try out the options to demonstrate to the children. Do you think we could use lego? Because this can stand on the board. Tell the children: To get the ball over the posts I have made this…… it is called a catapult. It will spring the ball over the posts. **How high does the post have to be before the ball won't go over it?** Question: How do you think we can make the rugby post higher? Demonstrate to the children how we could build the rugby post higher.	Children to say their ideas. - Children to anwer questions Stickle bricks, Multi-link, Lego Children to answer questions and watch demonstrations and decide which is the best option to use, to answer the question.	Dan Bigger video - In front of the posts Stickle bricks Multi-link Lego

Critical Reflection

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Prepare a portfolio (as though you were sharing with a mentor or student colleagues) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Introduction

This assignment will critically reflect on the progress I have made on the planning and implementation of three pedagogical principles, Cross-Curriculum Responsibilities (CCR), Assessment for Learning (AfL) and Authentic Contexts. Reflecting on what I have achieved so far and understanding how to improve and move forward with my practice. This is a philosophy that should be adopted throughout my teaching career.

Reflecting on daily experiences can identify strengths and weaknesses in my pedagogical processes, setting clear objectives to support and improve my teaching. For the purpose of the assignment my placement will be known as School X (BERA guidelines, 2018).

This essay will also demonstrate my knowledge and understanding of what literature informs me to become and maintain effective teaching and learning, with a focus on the pedagogical principles mentioned above, with reason why these principles are important. Through research and observing theory from different perspectives, (Siraj-Blatchford et al., 2013) suggests that a deeper understanding of knowledge can be obtained leading to an increase in motivation, therefore producing teachers with better pedagogical practice. Moore (2012) suggests that children's learning is greatly impacted when teachers display good pedagogical practice.

Literature Review

It is important to note that the last time there was a complete restructure of the education system was when the Education Reform Act (1988 cited in The National Archives, 2019) was published, the Conservative government introduced the National Curriculum that is implemented today. However, in 2008 in Wales introduced the Foundation Phase for children aged 2-7. There has not been a significant change for older children since 1988 (Anning and Gates, 2007). In 2016 Professor Donaldson brought to the Welsh assembly government a proposal called "Successful Futures".

The Implementation of the Donaldson Successful Futures Curriculum is at the forefront of my learning experience as it is to be implemented fully by 2022. The Successful Futures sets out 12 Pedagogical Principles. Through these principles it is hoped that the standards for teachers and learners of education will be improved and higher attainment levels would be achieved.

According to Donaldson (2016) pedagogy is more than teaching and using different methods in the classroom. It is also about the needs and developmental stages of the children. It is a combination of theory and experience, whilst judging what is required to promote effective learning contexts.

Freire (1987 cited in Pennycook, 2001) suggests that teachers need to be learners also, and further suggests that pedagogy allows learners to respect each other, and the differences in cognitive ability. Wink (2010) agrees with Freire and informs on the importance of the politics that surrounds pedagogy and how significant it is to allow learners to gain social skills that will transform society. Kincheloe (2008) also agrees with Freire (1987 cited in Pennycook, 2001) and Wink (2010) and suggests that change in a teacher's pedagogical principles can

allow children to gain those social skills.

Furthermore, Donaldson (2016) suggests that good teaching is built up of the following elements, subject and expertise methodology, organised environment (classroom) with the appropriate skills set, understanding of psychological and social behaviour and the ability to inspire children to learn. Whilst encouraging children to be independent in their learning. This is where Donaldson (2016) believes that teachers should promote the four purposes of the curriculum that he has written: ambitious, capable learners, ready to learn throughout their lives. enterprising, creative contributors, ready to play a full part in life and work, to become ethical, informed citizens of Wales and the world.

The aim of every teacher would be to improve the skills, attitudes, and knowledge of their students. Every lesson is planned to make children more ambitious, capable, enterprising, and independent, whilst being ethically informed citizens of Wales. The pedagogies used by the teacher plays a significant role in achieving these. According to Benson (1997 cited in Pennycook, 2001) teachers should continually reflect on practise and critically analyse the pedagogy of their teaching. During PTE 1, I have found the reflection of each lesson a useful tool and will continue this in practice as it allows for evaluation on what went well and what could be improved. Siraj-Blatchford et, al (2008) suggests that regular reflection on practice can improve outcomes for children.

Also, during my PTE 1, I have taught a range of lessons covering all the six Areas of Learning and Experience (AoLE). Through these lesson plans I have embedded elements of the 12 pedagogical principles together with the 4 purposes within. Written below is evidence of the pedagogical principles that I mentioned in the introduction. Siraj-Blatchford (2013) tells us of the importance of pedagogical frameworks within the classroom and suggests that in some setting this is weak and therefore children's education is suffering as there is little or no structure to the classroom routine. Through my practice I will demonstrate the this is not the case in my teaching.

Cross-Curriculum Responsibilities

According to Barnes (2015) our experiences of how the world works is cross-curricular. Donaldson (2016) says that 'good teaching and learning regularly reinforces CCR', which is to include numeracy, literacy, and digital competency as well as embedding other skills of the six AoLE's that Donaldson has suggested.

During the lessons I planned, I did not find it difficult to plan for CCR as it is essential for the learning processes to happen with most topics. Children will always talk and discuss what they are doing (Oracy), similarly in most things in life numeracy is inevitable. For instance, in example number 2, I designed a Health and Well-being lesson, during this lesson the children communicated with myself and each other to create a dance routine. However, the important part to remember according to Anning (2003) is for children to make sense of communities through interaction with others and that the teacher builds an appropriate sociocultural context to promote and allow for such strategies to be practised.

As a student teacher I feel that I realised as the weeks of experience continued the importance of efficient planning and that it leads to more enriched learning experience for the children. Hickman and Kiss (2010) suggest that children are unaware of the cross-curricular skills that they use to gain understanding and enablement to transfer their skills to complete the tasks set.

In 1967 Plowden suggested that children should learn through subjects and structure. Kerry (2011) disagreed with Plowden (1967) and suggest that children's learning cannot be categorised by subjects. Wiliams (2018) is sceptical of a return to topic work and believes that cross-curricular learning could potentially be worse than it was before the Plowden Report was produced. Williams (2018) suggests that educators need to ensure that efficient planning is produced to ensure efficiency in teaching and learning, not a free for all of

learning experiences.

I did experience that it could be difficult to implement the Digital Competency Framework (DCF) within the lesson plan. The children were competent in using the IPads and able to upload their work to an application called seesaw. At the beginning of my placement I was not sure what they were capable of, so did not always plan for DCF. However, I soon realised the value of using this technology to enhance the children's learning, whilst also recording the children's work to assess for progression and assess for learning. This can be seen in my Expressive Arts lesson (CCR example No. 1). As the lesson progressed and the children talked about what they were making, the story behind their pictures. It was evident that I could use technology to record over their pictures with this evaluation. Therefore, having evidence of their Oracy together with DCF and CCR.

It is important however that CCR is embedded within lessons naturally and not placed as an add-on just to tick a box. According to Donaldson (2016) this may be a challenge for some teachers. Barnes (2015) suggests that the content of the current curriculum is vast and too much is being crammed in. Barnes (2015) suggests, in implementing the new curriculum this should be addressed and the desire to strengthen aspects of learning should not overcrowd the importance of the aims and objectives of the lesson, with little regard for the practicalities and expertise on the topic. Critically, Rowley and Cooper (2009) suggest that cross-curricular work is the only way to progress learning at all levels, collaboratively. Therefore, believes this must be the way forward.

From the examples of lesson plans I have shown an understanding of how oracy can be embedded within a Health and Well-being lesson, however, I put it in the plan to ensure CCR, I wasn't sure how it would work. On reflection of the experience, I will build on this knowledge for future practice. This is how constructivists perceive they know what they know. Piaget (1896–1980) and Vygotsky (1896–1934) were constructivists, Dewey (1859 -1952) however, believed that for learning to occur children had to draw the knowledge out of the experience rather than have the knowledge through experience and then build on it (Aubrey and Riley, 2019).

Assessment for Learning

When the Education Reform Act (1988 cited in The National Archives, 2019) was introduced it raised the issue that national testing was required to monitor schools and raise the standards of education. In order to accomplish this assessment of children's learning (summative assessment) was to play a crucial part of this.

According to Black and Wiliams (1998) there are five elements to ensure there is an improvement in a child's learning. In this assignment these will be broken down and evidenced against my practice.

Black and Wiliams (1998) agrees that education used to be about the summative assessment and what the children had achieved. However, the key to a child's success is to use formative assessment to encourage and grow the child's learning experience. During research Black and Wiliams' (1998) first element found, that feedback after the lesson is too late or mostly pointless and demotivating. As the experience has passed, or the feedback is pointing out what the child has done wrong, with no means of engaging in that experience again to reflect on how it could be changed.

During PTE 1, I used several strategies of AfL. Questioning, Think, Pair, Share, Traffic Lights and Thumbs up/down (Sampsel, 2013). Using the Traffic Light Method (TFM): It was School X's policy to use TFM for marking and self-assessment of children's work (see example 3). However, the children mostly copied their peers, with little understanding and the true point of the self-assessment task. Through lack of experience, I felt I was not good at asking for the children's opinions and this method did not show true reflection of the children's work. Sometimes, I wanted to lead them according to how I thought the activity actually went.

According to the Sutton Trust Report the workload around marking needs to be reduced especially if it is not necessary. It states that unnecessary comments used during marking can be of little use to the children to further their learning, whilst being a waste of teacher's time. Instead there should be more constructive feedback and self-assessment that can aid and support learning (Marriot, 2017). Ko and Sammons (2013) mention the impact that teachers have on the children's learning, and the importance of children taking responsibility for their own learning early on in their education. Black and Wiliams (1998) suggest, that children should be trained in the methods of self-assessment. Hattie (2008) tells us that assessment should be a collaboration between teacher and child. During my next stage of PTE 1 I will be teaching in a year 5 class, it will be interesting to see the difference in the use of this method.

I had also planned for AfL in the form of questioning (see example 1) and thumbs up/down approach (see example 2). The questions that I planned for the children were at times a little difficult for the children to understand. I found that questioning was particularly challenging at first. I thought this was due to, not knowing the children, but on reflection it was due to my lack of experience of teaching and subject matter. In example 1, questioning, I felt this went well because I had built on my own experience of questioning. The children responded well. It was also due to the use of an Authentic context (discussed later), the children really enjoyed and wanted to participate, therefore the questions were easy for them to answer. This leads to the second element that children should also be involved in their learning for it to make sense.

The thumbs up/down approach is also a form of questioning, however I learnt during a Well-being lesson (see example 2) that this can also be invaluable. I asked the children what they had thought of the lesson. Most of the children put their thumbs up. One child put his thumbs down, some children said you cannot say that. I explained to the children that it was okay because everyone can have an opinion, but there must be a reason. I asked the child why he had not enjoyed the lesson. Reply: It was because he had not had enough time to practise on each activity. There are two elements of importance to note hear, the children had learned that it is okay to have an opinion, from a teaching point of view I had prepared too much for such a short space of time. This reinforces Black and Wiliams (1998) third element that formative assessment promotes the adjustment of teaching to increase the learning experience.

When the children are engaged, questions can be easy to answer. According to Co et al. (2014), some research and common practice can be harmful to children's progression, if not implemented and taught properly. It is therefore important that continuous development is continued throughout a teacher's career. Coe et al. (2014) suggests that there are six factors to be used in contributing to a great teacher, analysing of different methods according to child's ability using results as well as observations, evaluation, and observation of teaching (see example 2 AfL).

The fourth element represents the motivation and self-esteem of children during learning. Over testing can lead to not only the demotivation of children but can lead to the comparisons between children and therefore children develop low self-esteem. This prevents children from concentrating and paralyses the learning process. The TFM shows evidence of this. Kirby (2013) states that the AfL processes is just a gimmick. Didau (2014) agrees with Kirby (2013) but further suggests that it will not harm to proceed with the TFM, even though it is not very effective. Finally, Black and Wiliams (1998) suggest that it is important to involve children in the self-assessment process, as they can use this knowledge to better their learning.

Donaldson (2016) suggests that good teaching and learning is employing AfL principles. suggesting that adopting the Black and Wiliams (1998) approach can double the rate of learning when applied correctly. Giselle and Martin-Kniep (2000) agrees and says that self-assessment can teach children to become strategic learners which increases the efficiency of learning. Similarly, McMillan & Hearn (2008) suggests that when children adopt this pedagogical approach to reflect it increases motivation.

Authentic Context

Donaldson (2016) states in the 'Successful Futures' that good teaching can create authentic contexts for learning. Through experiences that are real and relevant Donaldson (2016) believes that learning leads to an enriched learning experience. Through the authentic context and pupil voice children's performance increases therefore adopting the four purposes of the curriculum ambitious, capable learners, Enterprising, creative contributors, Ethical, informed citizens, and Healthy, confident individuals.

During PTE1, my planning was based around the School X's topic of World in Union. The School's policy is also to hold an immersion week during the first week of the new term, for the children to voice their opinions and ideas. According to Pulis (2016) pupil voice can contribute and influence a child's learning. Which can increase pupil engagement and improve relationships between children and teachers. This term the main theme was rugby. The early years department had created an authentic context of making a rugby t-shirt for the Kenyan Team. The teachers had designed a 'Morfo' video call from the captain. The children were really engaged in the idea. The Hook was set and with a framework of pupil voice this was to be the basis of my lesson planning.

According to Brown and Collins, et al. (1989) authentic contexts bridge the gap between theoretical learning and real-life environments. This research was based on the work of Vygotsky, Piaget, and Dewey. However, Brown and Collins, et al. (1989) suggest that meaningful learning will only occur when it is embedded socially and physically within the lesson. Furthermore, Lave and Wenger (1991) suggest that observation is key to planning such lessons. Whilst, Tripp (1993) suggests, learning also requires some expertise in some planning. These resources maybe hard to find or lack of school funding could prevent real authentic planning.

During Example 2, Science technology lesson, the children wanted to know "how high a rugby post would be, before they could not kick the ball over". I would have loved to take the children to the stadium, however, in my planning the children watched a video of Dan Bigger converting a try. On reflection the children enjoyed watching the video and used critical thinking to improvise and think how they could create the scenario inside the classroom (hence the rugby posts made from lego and the catapult). This taught me that there are ways around creating authentic context and that allowing children to take responsibility for their learning is also important.

Conclusion

From the examples of lesson plans I have shown it is apparent that pedagogical CCR, Literacy and Numeracy can easily be embedded within lessons. DCF can also be embedded, due to my firm knowledge of ICT skills and how to use applications on technology devices. However, it was not apparent at first, how this could be done. I have learnt, that DCF is not only about applying knowledge and skills to a computer device, but it is also about the coding and sequencing of events during everyday life as a skill. This with practise and research will become second nature to embed within lesson planning. I understand that CCR should not be forced within a lesson plan that is should occur naturally and is the way forward (Donaldson, 2016; Barnes, 2015; and Rowley and Cooper, 2009).

In promoting the pedagogical principle for AfL in my lesson plans, I admit I planned lessons according to the university code with little or no experience of what I should really be achieving. However, as my experience has continued, I understand what is required and what works. I am also aware not to take children for granted and understand the need for AfL, and appreciate that this needs to be quality assessment, to gain the information for quality enrichment, to take their learning forward. Through the Health and Well-being lessons, I learnt a lot about Afl and AoL (AfL, example 1 and 2) without worrying about resources and how each child would cope with reading and writing, I concentrated on the

questioning. With further experience I will combine the two.

For TLM more practice is required in responding to children's comments with meaningful feedback to encourage further learning. Acknowledgements from Hattie (2008) suggest that deep understanding of knowledge, experience and learning are required to learn and build on the children's prior knowledge.

During PTE1 I have enjoyed planning lessons that are authentic and are real for the children. The children, I felt learn more because they can visualise the experiences. I will take this experience forward in my future practice. Although, I will take on board what Tripp (1993) suggests, that resources are not always possible and think of ways around experiences. Whilst using pupil voice as a valuable tool to really engage the children in learning (Pulis, 2016).

Similarly, I will take on board what Schön (1983 cited in Aubrey and Riley, 2019) suggests that teachers can learn more effectively from personal experience. I believe that in the 5 weeks of PTE1 I have already grown in confidence and have seen what does not work and what might.

Recommendations

Moving forward I will be developing my pedagogical approach to AfL to give more positive feedback on children's work, using TFM and build on more effective questioning. I believe that more research is required through reading and discussions with the class mentor in Year 5 and lecturers at the University.

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