

Secondary ECAD 6008- Leading the Learning: What, how and why am I teaching?

31 December 2019 15:10

Student Name: Lucy Rhian Jenkins

Student Number: 1904685

Pathway: Secondary Art and Design

OneDrive link: https://uowtsd-my.sharepoint.com/:f:/g/personal/1904685_student_uwtsd_ac_uk/Eon5rkg3WJlCui072NO4BtABMJvSTOGs8asegvF0rEUFLQ?e=SfCktl

Overview of Portfolio ECAD 6008

I am currently PTE placement is in a secondary school in a busy Welsh town. The classes I teach range from 11 years old to 14 years old, e.g. Year 7 up to Year 9. Within these classes there is a mixed range of abilities and also there are a many different levels of English spoken and written within the classes. With the idea of using cross curricular responsibilities I tried to use at least one per lesson, often as a starter to introduce a lesson. There are many different themes running through the different year groups, Year 7 is the Rainforest, Year 8 is The Day of the Dead and Year 9 is Food and Drink. Year 7 have recently visited a rainforest experience in Plantasia which help they gain a real life experience of the different environments surrounding a rainforest. Year 8 are currently constructing clay skulls, similar to those found in the Mexican festival Day of the Dead. Year 9 are creating an art appreciation piece on the pop icon Andy Warhol.

Whole document word count: 4964

Reflective conclusion: 3033

Portfolio: 1931

Cross Curricular: Evidence 1

31 December 2019

15:10



Vincent is beginning a new painting with poppies and needs to begin mixing paint before he begins. His poppies are in various shades of red and pink, so he needs to use his knowledge of ratios to gather all the colours

Paint is priced per spoon

Can you calculate the number of spoons Vincent will need? Then calculate total cost of each ratio.

	Ratio of Red to White	Cost of all 6 spoons
	2:4	
	1: __	
	3:2	
	4: __	
	3: __	

This was a lesson starter created for my year 7 groups, this is one of the methods I use to bring numeracy into an art lesson. It's a double page which introduced the class to the idea of mixing paint ratios. Then working out the cost of the ratios.

I have altered it to fit within the different ability classes. Simplified down to a single page, which they colour the ratios and then work out the math. Depending on previous ability levels, I get them to try the workings out without a calculator first after they have tried this I let them use calculators.

The idea of these starter, is to get the pupils thinking about the ratios they will go on to mix during the lesson. After this starter with produced a page which the pupils spilt into section using a ruler, then the pupils created their own ratios to mix in paint afterwards.

On the first try the starter was too long for the specific class, so they found it difficult to complete and it took more time than necessary. However, after altering the starter and removing some aspects it did preform with a stronger outcomes, more pupils completing it and with a deeper understanding.

Red spoon =£0.50
White spoon =£0.35

Next you will need to draw the spoons within this table to match the ratios. Firstly however, you will have to finish the ratios. Also work out the cost of the 6 spoons.

	Ratio of Red to White and green	Cost of all 6 spoons
	2: __:1	
	1: __:4	
	3:2: __	
	4: __:1	
	3: __	

Red spoon =£0.50
White spoon =£0.35
Green spoon =£0.70

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)
Opening phase (with links to prior learning)	Introduce paint ratio, then give them the work sheet to complete. Once completed: Demonstrate an example paint ratio	Starter activity which will be a worksheet of paint ratio. They have to colour in the spoons to match the written ratios then work out the cost of each ratio. 5 minutes
Teaching & Core Learning	Demonstration e.g showing how to spilt the page into sections, within their books Demonstrating how to create ratios of paint	Try themselves to spilt the pages Working out paint ratios
Plenary	Recap With quick fire questions on how to ratio paint	Answering question

Cross Curricular: Evidence 2

31 December 2019

15:12



Lesson starter / activate the learner

Word scrambler- can you work out what [these day of the dead words](#) are. [5 minute](#) links to literacy

Learning activities

Quick PowerPoint presentation 5-10 minutes
Quick demonstration of how to build a clay ball and carve out the back and another demonstration on how to do the eyes, show carving out, pushing them in or building them up 5-10 minutes
Let them go and build their ball 10 minutes
Pupils then do their eyes 10 minutes
Clearing away 15 minutes

This literacy starter done with a previous low attainment Year 8 class, who find spelling difficult this was a simple and effective way to get them to consider word structures, spellings and capital letter placements. They were given a sticky note as they entered the classroom, then given a 5 minute time limit to complete as many as they could.

I created this starter as a way to bring back the important factors that they needed to consider within their skull designs that needed to have a Day of the Dead theme. It also allowed me a way to incorporate literacy into the lesson without taking away from the main focus on art. It helped to build some confidence with some of my lower ability pupils on their English as they were able to unscramble the words without the embarrassment of getting it incorrect. This starter was successful and they completed it with the 5 minute limit. The simplicity of this starter helped to motivate the pupils into the lesson, it reminded them of the different aspects they could include in their designs whilst also linking in the cross curricular responsibilities. Perhaps with a higher ability class I will try more complex words, or perhaps words that are already within a sentence to see if they can find them.

Cross Curricular: Evidence 3

31 December 2019

15:12

Below is a structure strip designed for a high ability Year 9 class, where they had to write an extended piece of writing on Andy Warhol, using facts they had found previously and were learning as part of their oracy tasks. Which is to talk for one minute about Andy Warhol using the facts you have found and help from your extended writing piece, however, they must learn this piece of by heart and speak it in front of their class, with as little mistakes as possible. This task was set by the school as a method to improve their literacy skills, I set it as a homework task, which would then be brought into the lesson where pupils could come together to help each other to check, evaluate and improve their pieces of writing. The strips are similar to ones used in other subjects so the pupils are familiar with how they work, this helped to link a variety of other subjects into the art lesson, as I got pupils to explain to me how they used them in other lessons and whether they found the strips helpful. This is an on-going piece of work, however, so far it has been quite successful, it has helped to show pupils how they can make their own cross curricular links between subjects and has helped to improve their literacy as well.

Artist Appreciation Title information Include: Name of artist; Dates: Country of birth	Main point 1 (Describe the artwork) Include: Connective words Multiple descriptive words Open with an Adjective (Describing word) Use words like excellent, magnificent or words that describe the high quality.	Main point 3 (Your own viewpoint) Include Use first person e.g. I, me and my. A Simile A wide range of words, more adventurous words: bold, daring.	Check Spelling? Capital letters? Paragraphs? Range of sentences? Punctuation? Improve word choice?
Introduction Include: Who? What? Where? When? Why? Facts	Main point 2 (Meaning of artwork) Include A sentence beginning with "Perhaps" Use an exclamation: Ask questions, Quotes from an art critic	Conclusion What is the overall affect of the artist work? Include Facts Sentence beginning with an adverb (Sadly, Rapidly, -ly words) Use emotive words- words that use emotions.	

Lesson starter / activate the learner

Get them to give me facts on Andy Warhol/

Learning activities

Explain the homework, need to write an extended piece of writing using the facts they have found and the helpful writing strips to a depth to their writing. Explain that it can be handwritten or typed but must be in their own words and not just copied from a web page. They have 2 weeks to do it.

Hand out of Andy Warhol images if needed. Explain what you want doing, draw from the source a replica/copy of Andy Warhol's food or drink. Then colour with colour pencil reminding them to think about tones and shades. Explain that they only have two lessons to complete the drawing in.

Blend of teaching: Evidence 1

31 December 2019 11:40



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Lucy Jenkins	Class:	Micro teach
AoLE or Subject	Art	Date:	31/10/19
Lesson Focus:	Reclaimed by Nature		
Meaningful links to Curriculum	Literacy, numerarcy		
Meaningful links to: Cross Curricular Responsibilities	History (industrial aesthetic), science with the use of natural materials		
Personal Targets (Linked to QTS and identified in weekly review)			
• Get them started with clear understanding • Demonstrate clearly			

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)
Opening phase (with links to prior learning)	Introduction 5 minutes Explain what is going to happen, introduce artists to them	Complete starter Can you name me 3 buildings that have been reclaimed by nature	Classroom set up Seating plan if needed Tables need to be covered, use boards
Teaching & Core Learning	Demonstration of how to make a clay mould Demonstrate mixing of plaster 10 to 15 minutes for both Rest if lesson to build and create	Make a press mould Imprint natural materials into Mix and pour plaster Add colour if they wish 45-50 minutes	Running round the class Sharp object e.g. scissors Plaster left on hands too long Consumption of plaster or clay.
Plenary	Recapping of the lesson with question on what they've done 2 Stars and a wish 5 minutes	Answering question 2 Stars and a wish	Heatgun Artist Handouts Bowls to mix plaster Clay, natural materials Clay tools

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Build a press mould Add texture to the press mould by imprinting natural materials like leaves and floral materials Mix plaster of paris and perhaps altering the colour Extra; Decorate plaster pannel, turn it into a hanging

Lesson Plan – Phase 1 Evaluation of the Learning Experience (include references to QTS)

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)
Learning Objectives: - To create a clay mould with an industrial aesthetic - Imprints with natural materials - Understand how to mix and pour plaster at the right time - Decorate the plaster tiles	Outcomes – the outcomes should demonstrate some understanding of the task set e.g. the shapes used, the pressing of the natural material into the clay Feedback- what aspects of the activities pupils enjoyed 2 stars and a wish

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	Multiple successful outcomes, feedback from the pupils, Most wanted to continue and produce more pieces and develop exciting work
Next Steps for Progress	Perhaps extend the length of time of workshop, producing multiple pieces per pupil, allow them a chance to develop their work.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Uses a blend of different teaching methods, some assessment for learning on behalf of the pupils and their reflections. Crosscurricular links, Contains a mixture of artists.
Areas for my Development	More interactive starter More meaningful plenary- perhaps get them to peer assess
Personal Targets for Progress	Voice projection Gaining more confidence in my teaching

This lesson was done with a group outside of school, within a university group, it used a blend of different teachings techniques it begun with direct teaching, where I gave a PowerPoint explaining and introducing pupils to reclaimed buildings. Then they worked in pairs if they wished to complete the starter. I completed a demonstration broken down into segments, allowing them to complete tasks between each demonstration. They followed each instruction, completing each task within a time limit. They used inspiration from artists handout sheets and the brought in their own aesthetic to the background shape. One task they completed as a pair, they worked together to mix and colour plaster of Paris, using a worksheet I handed out, to create enough mixture to fill their moulds. I worked one-to-one with them all at one stage within the workshop, allowing them to explain and demonstrate to me their understandings, this also gave me the chance to help expand their understandings and push them to create something out of their comfort zones.

I did this workshop because I wanted to create something that used both their minds and their hands allowing them to express different emotions through the materials whilst having a political viewpoint.

The outcome of this workshop was very successful they used a variety of different techniques I had demonstrated to them, the different use of direct teaching, self-taught time and the use of pair/group work to improve the learning outcome.

Blend of teaching: Evidence 2

31 December 2019 15:10

A leaf printing workshop done with a previous low attaining group of Year 7. This lesson was constructed of two teaching methods one of direct teaching where I stood and demonstrated what needed to be done and how to go about doing so. The second was pupil lead learning where I let them decide of their own layout, colour palette and number of prints to use. Their target was to produce an A4 piece of paper covered in leaves, however, the prints needed to show the pupils the different structures that leaves contained so they could progress with observational drawing of these prints later on. I used direct teaching through a demonstration to give the lower ability group a starting point but allowed them to express and learn through their own strategies. It was successful use of the methods, as the pupils took the small basis information I had shown, I kept the information to a minimal to see where they would take it, and transformed it through sharing, working together and solo learning to gain an understanding of leaf structure. At the end they could all tell me something similar or different between structures of leaves.

Learning activities

Demonstration of how to print using leaves, explain what happens when you put a wet print on top of a wet print, blending colours. Demonstrate the use of different tones and shades of brown and green 5-10 minutes

Printing using different colours of paint, printing to create your collage of leaves prints, to be able transfer to drawing and paint the leaves next lesson. (This will include tidying up) 20-30 minutes

Show a good example of work, get them to discuss it 5-10minutes

(find 10 trees in Llanelli, the names, and where they can find them.) If need be

Plenary

Word search find the names of trees. Word search on board pupils come up and circle the words. With some printed for those sat further back.



My demonstration on the left and a representation done by one of my year 7 classes.



Blend of teaching: Evidence 3

31 December 2019

15:20

Lesson starter / activate the learner

Word scrambler- can you work out what day of the dead words these are.

Learning activities

Quick PowerPoint presentation 5-10 minutes

Quick demonstration of how to build a clay ball and carve out the back and another demonstration on how to do the eyes, show carving out, pushing them in or building them up 5-10 minutes

Let them go and build their ball 10 minutes

Pupils then do their eyes 10 minutes

Clearing away 15 minutes

Plenary

5-minute plenary on the different techniques shown, asking pupils questions like, how else could we have built this, how have pupils created their eyes, what is their plan for their mouths

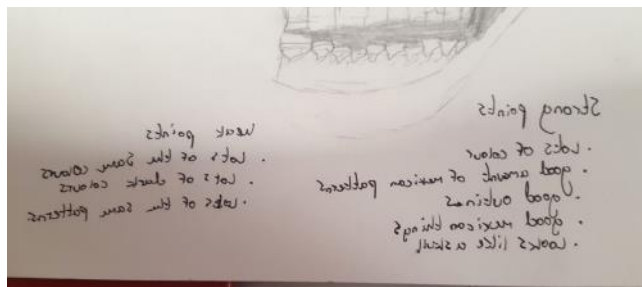


Clay construction was done with a mid-band year 8 class, upon completion of their Day of the dead skull designs, which they are now transferring into clay figures. I set the lesson out with both pupil lead learning and directed teaching using a blend of these to help challenge and stretch their own understanding. This workshop was planned over multiple lessons to allow pupils time to get to grips with the ideas and methods shown within a lesson. Although the majority of the lesson was successful, it could have been improved by using pupil teaching pupils different methods or perhaps have them in small groups or pairs to help teach one another, once the information had been expressed through one method of teaching. This could have improved their knowledge and depth of their learning by hearing the information through different sources.

Assessment for learning: Evidence 1

31 December 2019 15:10

Below are some examples of self-assessment done with a Year 8 class on their skull designs, as a method of improving and developing their design through their own thoughts and feelings. It was also used as a way for the pupils to see if they meet the success criteria, thus helping them see where they could improve and what they have learnt through the design process. I did this as a method to see if they understood the process and to see whether they could be critical about their own work compared to peer assessment. It also helps them deepen their own understanding of how their work is mark by a teacher. With most classes it work very successfully as pupils are often more critical and severe about their own work. This method of assessment for learning, was done been them writing 2 positives and something they would change about their work.



Lesson starter / activate the learner

Day of the dead bingo 5 minutes bingo with day of the dead themed words

Learning activities

Quick demonstration on board, examples on the board, print outs on front table also some templates available

E.g. question about what patterns they could use

Then pupils will then proceed with finishing their designs

Set time limits 10-20 minutes to finish designs

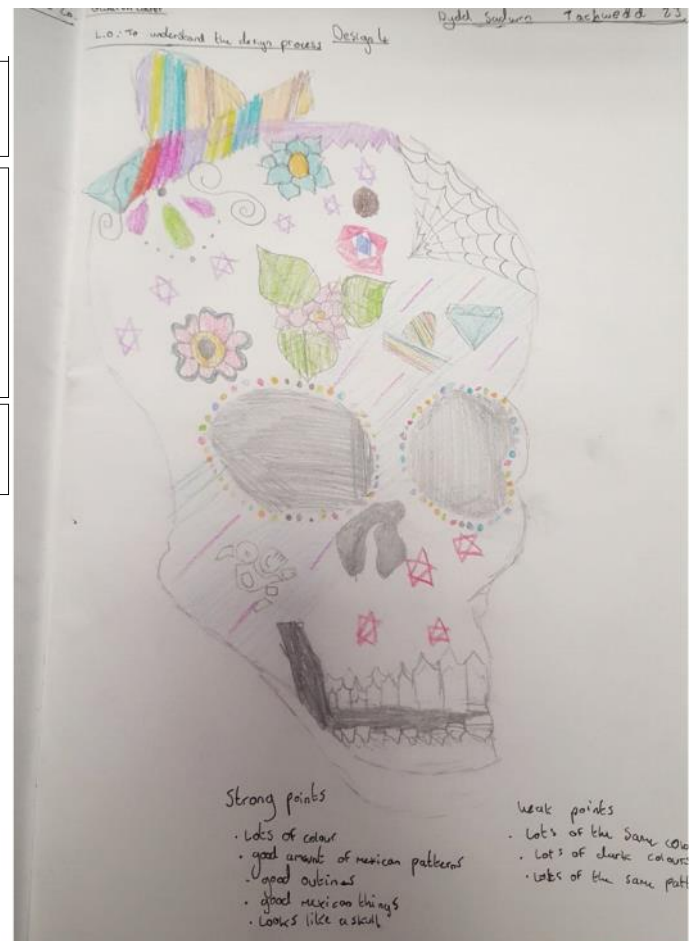
5-10 minutes to write positive and negatives

Plenary

Quick question time, e.g. about their 2 stars and a wish

What could the success criteria be for drawing designs?

5 minutes



Assessment for learning: Evidence 2

31 December 2019

15:17

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)
Opening phase (with links to prior learning)	Introduction 5 minutes Explain what is going to happen, introduce artists to them	Complete starter Can you name me 3 buildings that have been reclaimed by nature	Classroom set up Seating plan if needed Tables need to be covered, use boards
Teaching & Core Learning	Demonstration of how to make a clay mould Demonstrate mixing of plaster 10 to 15 minutes for both Rest if lesson to build and create	Make a press mould Imprint natural materials into Mix and pour plaster Add colour if they wish 45-50 minutes	Running round the class Sharp object e.g. scissors Plaster left on hands too long Consumption of plaster or clay.
 Plenary	Recapping of the lesson with question on what they've done 2 Stars and a wish 5 minutes	Answering question 2 Stars and a wish 	Heatgun Artist Handouts. Bowls to mix plaster Clay, natural materials Clay tools

As indicated in red, the way in which I assessed the level of learning through this workshop was through verbal feedback and the outcomes of the workshops. I believed this to be the best way to judge the understanding and information gain by the student because they were of a mixed aged range out of school, so had some previous knowledge of clay and how it worked, with the age range being older as well they were able to take more responsibility with their own learning and understanding. I kept the 2 positives and a negative the same as in school assessment to see if adults would judge their own work as harshly as younger pupils do. They seemed to judge themselves easier, however, they could explain to me when a certain thing went wrong and how they would go about fixing it. I do believe this method of assessment was successful, however, it would have been interesting to see a peer assessment of their work and perhaps joined this group with a younger age group to see how they would assess each other.

Assessment for learning: Evidence 3

31 December 2019 15:17

As part of the marking scheme within my placement, they have constructed an in depth marking sheet where both pupil and teacher fill out separately and then the pupil takes the feedback given and goes back and adds to their work with the possibility of increasing their overall final grade. I created one of my own for a Year 9 class, to mark work based on observational drawings they have completed and an artist profile they've done on Andy Warhol, which consisted of an extended piece of writing about his life and work alongside a representational drawing of his work.

The use of this method of assessing the learning and understanding of the pupil as well as helping them learn different areas they could alter thus helping them to learn how to improve their own learning and teaching them ways in which they could learn other aspects. The use of this in depth marking scheme has been successful and has helped my pupils learn how they can improve their own work through their own opinions and the teachers thoughts helping them learn other aspects.

In depth marking sheet for Andy Warhol art appreciation page.

	I have drawn an accurate copy of Andy Warhol's food or drink work.	
	The colours used compliment or match his work, they fit with the pop art theme.	
	The drawing is to scale, similar to the observation piece.	
	I have written an extended piece of writing which includes interesting and in depth facts on Andy Warhol	

Too improve my work I will:

Pupil's signature _____ Date _____

Teacher's comment:

Teacher's signature _____ Date _____

Reflective conclusion Introduction

31 December 2019 15:10

Through research and the use of different teaching methods within a classroom, upon gathering the variety of different information and outcomes bring this information together alongside critical literature to form a reflective investigation on the use of the pedagogical principles within a classroom and the effects on the outcomes of pupils learning. Through this research many different methods and theories arose describing the most effective ways to use these approaches and what outcomes may be found through it. When considering the different pedagogical principles many have a similar basis to it. As stated within my overview of this assignment I am currently placed in a secondary school in a busy Welsh town. The classes I teach range from 11 years old to 14 years old, e.g. Year 7 up to Year 9. These classes consist of a mixed range of abilities alongside this there is a small number of English first language pupils. With the idea of using cross curricular responsibilities I tried to use at least one per lesson, often as a starter to introduce a lesson. There are many different themes running through the different year groups, Year 7 is the Rainforest, Year 8 is The Day of the Dead and Year 9 is Food and Drink.

The 12 pedagogical principles, consist of many different formats, this essay is solely base on three of those principles. Donaldson has introduced these pedagogical principles into place as a method of improving teaching and learning by targeting key areas in which he believes are crucial in the learning on pupils. The 12 pedagogical principles are:

1. Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum
2. Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
3. Good teaching and learning means employing a blend of approaches including direct teaching
4. Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking
5. Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. Good teaching and learning creates authentic contexts for learning
7. Good teaching and learning means employing assessment for learning principles
8. Good teaching and learning ranges within and across Areas of Learning and Experience
9. Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them
10. Good teaching and learning encourages children and young people to take increasing responsibility for

their own learning

11. Good teaching and learning supports social and emotional development and positive relationships

12. Good teaching and learning encourages collaboration

For this essay, only three of the pedagogical principles, two by the university and one I chose myself the first pedagogical principle is the use of good teaching and learning regularly reinforces Cross-Curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them. This can be used in many different formats, from starters and plenaries to the whole lesson. I kept mine as starters of lessons which they are able to use aspects of within the lessons for example I produced a ratio sheet for a year 7 class which then went on to paint using their own ratios, the sheet just allowed them to gain an understanding of a ratio and how to form one.

The second pedagogical principle I looked at was Good teaching and learning means employing a blend of approaches including direct teaching, which I tried to achieve by completing demonstrations, group and pair work and pupil lead teaching.

Thirdly, is the use of Good teaching and learning means employing assessment for learning principles, which I did by using multiple different ways one of which was self-evaluation done with a year 8 class and an in depth marking sheet with a year 9 class.

Cross curriculum responsibilities

05 January 2020 11:57

Curriculum itself are described as *“documents resemble maps in the way they have been constructed they are not a substitute of personal experiences of learning. A map does not take the place of experiencing the journey but it is able to provide some logical order to the meanings of discoveries made [and to be made]”*. (Webster and Ryan [2014](#), p. 81) adding the cross curricular links between the subjects could help fill in these gaps.

Cross curricular responsibilities fall under three main areas, literacy, numeracy and digital competency, these need to be incorporated into every type of lesson from history to art, and even design and technology, as a method to improve basic skills across the board, thus improving the overall attainment gap. Within academic subjects understanding which are most sensitive to certain interventions is essential to understanding how to improve learning outcomes. According to a western based research into the intervention of literacy into a mathematics lesson as little to no effect on the numeracy learnt with the lesson but did have an impact on the use of literacy when used over a longer period of time. Prioritizing certain learning areas by ensuring they can be transdisciplinary suggests that governing boards and teachers realise the importance and value these particular areas are (Barnes & Moore 2019, pg. N/A). These new responsibilities establish more support for learning areas such as knowledge, understandings and skills for each priority. As argument within Australian cross curriculum *“Despite, or perhaps due to, the uniqueness of the Cross Curricular priorities they occupy a perennially precarious space in the emerging Australian Curriculum. This precariousness is increasingly obvious in the slippage that surrounds the Cross Curricular priorities.”* Demonstrating that perhaps if done successfully the cross curricular links could be more beneficial especially towards those who perhaps struggle with their normal literacy and numeracy lesson.

There is thought to be disadvantages to teachers who have a responsibility to cross curricular links, as they are trained in a specific field and are perhaps cannot teach these aspects to a standard that would improve the pupils learning as argued by Grenfell (2002) he states that making teacher teach outside of their favoured subjects increases the demand on the knowledge and understanding which could be limited within another subject area. It also challenges them in the on finding a method of effective progression of through other topics that is effective within their own teaching topic. However, another disadvantage cross curricular responsibilities spread across a number of different learning areas is there is no explicit requirements or accountability for how they teach or a way in which they can judge whether it has been done successfully (Barnes & Moore 2019, pg. NA).

Within my PTE placement, I have found the use of cross curricular responsibilities useful as starters and plenaries often as a method of introducing a new topic, for example introducing ratios to a year 7 class through the form of a work sheet which allowed them to work out ratios using colour and being able to see the ratio as coloured spoons, this visual allowed them to create a deeper understanding of the methods. Which was then turned into a lesson on how to paint with ratio. This numeracy link was extremely useful for a lower ability class as it showed them how subjects could link and how they could use these links to help improve their learning through different methods.

Blend of teaching methods; Direct teaching

05 January 2020 11:57

There are many methods of teaching from teacher centred, learner centre and content focused and interactive/participative methods just all have their benefits. With direct teacher centred methods as one of the old methods used within all age ranges. Direct teaching can be done in many forms from demonstrations to class, to teacher working with small groups of pupils giving clear instructions on how to complete work or how certain things should be learnt. It is thought to be a generic teaching model awaiting development and interpretation to improve the effectiveness of the method (Carnine, 2004, pg. 11). Although, direct teaching may be generic is also argued that it is necessary for certain subjects for example mathematics or literacy even for demonstration within art lessons. However, stating this there is also alternative ways in which direct teaching can be used alongside learner centred methods.

During my PTE placement I found the use of the two methods alongside each other to be more effective than direct teaching or learner centred methods alone. The use of both methods together allows pupils a starting point with clear instruction demonstrating a multiple ways I would practise painting for example, but then allowing the learners to decide which method works for their learning abilities. A study done on 4th year medical students demonstrated that the effectiveness of shorter, interactive, problem oriented, workshop lead learning in comparison to long lectures. It demonstrate the attitude towards learning had increased and the negative effects long lecture could have on their mental health decreased. Finding that *"The interactive, student-centred, problem-oriented teaching of the shortened new curriculum appeared as effective in changing medical students' attitudes as a longer attachment with traditional teaching."* (Singh & Baxter, 2002, pg. 1).

Another method which is thought to be successful within teaching is one-to-one based lessons, where a teacher works alongside a pupil to give a comprehensive yet dynamics way of giving instructions whilst also helping to improve pupils own learning by giving them multiple choices when it comes to collecting data. *"The interest in faculty to build interpersonal relationships with learners; teacher need to control the task; the capability of students; and situational constraints."* (Grasha, 2010, pg.139) thus impacting on the pupils learning, which Grasha argues can be changed if we use the one-to-one teaching approach to help pupils achieve goals and improve their ability to work independently.

Recent research has been focused on active learning methods in comparison to standard lectures and lessons where pupils primarily listen and take notes. With the increased number of studies showing that active learning achieves higher educational outcomes, this could provide a method to improve English mathematic science and technology within schools by allowing pupils to experience the methods and theories first hand instead of listening and just taking notes. This method could help increase attainment standards. This research is currently being implemented with STEM projects across America in an attempt to improve the attainment outcomes of their pupils, there was *"massive effort involving the tracking and analysing of 642 papers spanning many fields and publication venues and a very careful analysis of 225 papers that met their standards for the meta-analysis. The results that emerge from this meta-analysis have important implications for the future of STEM teaching and STEM education research"* (Grasha, 2010, pg. 139) this could demonstrate the effective nature of active learning has on pupils. Reflecting on my own practice, which uses a blend of different teaching methods, I demonstrate at the start the methods pupils can use then they decide which method of learning works for them to improve their work ethic and as a method to improve attainment scores.

Assessment for learning

05 January 2020 11:41

In comparison of the other pedagogy, Good teaching and learning means employing assessment for learning principles consists of 5 main methods of assessing learning according to Educational Trust (Flórez & Sammons pg. 7) they are questioning, feedback, peer and self-assessment and formative use of summative assessment. I mainly focused on the use of peer and self-assessment within my lessons and workshops to help pupils learn how to improve their own learning. With year 7 and 8 classes they both peer and self-assessment on their work, often as a form of two positives and something they would change, year 9 does a similar exercise, however, there is an in depth marking sheet alongside this which demonstrates areas they could improve in order to improve their grade. It often works more effectively with the older groups because they self and peer assessment more thoroughly and with an understanding of how this assessment for learning can help them improve their own learning and attainment grade.

Adopting a successfully understood and implemented AFL methods is regarded as good practice as backed by many literature. However, problems arise when difficulties in the understanding and the implantation of these methods within a classroom occur (Black & Wiliam, Inside the black box, pg. 4) In correlation to this, peer and self-assessment hold both positive and negative effects on both pupils and teachers, as questioned by Dylan Wiliam in "Inside the black box" published alongside Paul Black, they question where this form of formative assessment improve standards of work. Thus questioning whether the involvement of the pupils effects the outcome of the assessment expressed by Wiliam, he states "*chosen satisfied the condition that quantitative evidence of learning gains was obtained, both for those involved in the innovation and for a similar group not so involved*" (Black and Wiliam, Inside the black box pg. 3) which could indicate with these methods gain is attainment could increase but at a similar rate to those who do not use such methods. Thus placing the argument of whether formative assessment methods actually produced increased performance. Furthermore, Wiliam argues that if these approaches are implemented successfully with a strong understanding on both sides of the classroom, there could be an area of significant gain. Stating "*An effect size of 0.4 would mean that the average pupil involved in an innovation would record the same achievement as a pupil in the top 35% of those not so involved*" (Black & Wiliam, Inside the black box, pg. 3) thus implying pupils who are involved within these formative assessment methods can increase their grades to match those who have a higher attainment who do not precipitate within these methods.

On the other hand, there could be a variety of negative impacts of self and peer assessment, on both teacher and pupil, for example self-evaluation contain the risk of "*being perceived as a process of presenting inflated grades and being unreliable*" (Sydney Education, pg. 2) thus running the risk of pupils assessing their own work with any kind of feedback which could be add to the workload of the professional and also taken away important learning points for the pupils. In comparison to this, a Chinese education board have stated that the positive out way the negatives, however, they still state that the feedback from pupils can be unreliable, especially with peer assessment because pupils within friendship groups often alter feedback given to their friends. Other times pupils will give them same feedback or grade to all they are peer assessing as they do not understand or could not be given that kind of pressure as they are ill equipped to do so. Another disadvantage of self-assessment which could dangerously alter the outcome of pupils work, is insincerity or "*over-evaluate themselves which could lead to inflation or unreliability*" (CfEI, advantages and disadvantages). Implementing this with a Year 8 class on their skull designs, as a method of improving and developing their design through their own thoughts and feelings. It was also used as a way for the pupils to see if they meet the success criteria, thus helping them see where they could improve and what they have learnt through the design process. I did this as a method to see if they understood the process and to see whether they could be critical about their own work compared to peer assessment. It also helps them deepen their own understanding of how their work is mark by a teacher. With most classes it work very successfully as pupils are often more critical and severe about their own work. This method of assessment for learning, was done been them writing 2 positives and something they would change about their work. This I monitored close to avoid unreliable responses, unhelpful comments and under-evaluation of work in the hopes to avoid the negative repercussions Centre of Education Innovation express. Once the pupils completed their self-assessment they came and read through their comments and explained their reasoning behind each comment to further extend their understanding of their work and learning, similar to Wiliam statement about improving grades those who are involved compared to those who aren't, the was a clear divided between the pupils who had self-assessed their designs before moving on to the next one compared to those who did not. Those who has self-assessed worked on the areas they previously said needed improving.

Conclusion and Future development

05 January 2020 11:41

In conclusion to the information found I do believe there are both positive and negative sides to all of the pedagogical principles, however, if implemented correctly and understood successfully they can all be successful tools in improve pupils learning and the way in which teachers teach. With this research I have taken part in, I have realised there are many different methods and theories on how to implement these pedagogical principles within a lesson, from self-assessment to direct teaching alongside cross curricular responsibilities. Using the information found during this research, moving forward planning on using the pedagogical principles more during lessons. Due to this research, I plan on implementing more interactive lesson which could range from working in groups or pairs to whole class discussions. Implementing this method as an approach to improve pupil learning whilst also as a method to improve their independent learning, this would be done by allowing pupils to teach each other with their groups or pairs by repeating this information through a variety of different channels reinforcing the information and helping it reach the long term memory. When it comes to assessment for learning, I will consider the assessment for learning more strongly when working with lower ability pupils, I plan to use more structured peer and self-assessment to avoid any unreliable information and feedback from pupils. As well as experimenting with the in depth marking sheet within younger year groups to see if it has the same successful effect on their work as well as seeing if a change in the assessment helps improve their ability or whether introducing them the perhaps a mark scheme before their lessons to give them pointers on where they should try and improve on. It would also then narrow down the large expectations into smaller more achievable sections for them.

References

31 December 2019 15:23

1. Black, P. and Wiliam, D. (1998) 'Assessment and classroom learning'. Assessment in education: principles, policy & practice. Pg.
2. Brookhart, S.M. (2001) 'Successful students' formative and summative uses of assessment information'. Assessment in education. Pg.
3. Brown, G.T.L., Kennedy, K.J., Fok, P.K., Chan, J.K.S., Yu, W.M. (2009) 'Assessment for student improvement: understanding Hong Kong teachers' conceptions and practices of assessment'. Assessment in education: principles, policy & practice. Pg.
4. Grenfell, M. 2002. *Modern languages across the curriculum*, London: Routledge.
5. Melissa Barnes, Deborah Moore, Sylvia Almeida (2019). *Sustainability in Australian schools: A cross-curriculum priority?*. Australia : PROSPECTS. 377-392.
6. Scott Webster, Ann Ryan (2014). *Understanding Curriculum* . Australia : Cambridge Press. 41-150.
7. Benjamin Piper, Stephanie Simmons Zuilkowski, Margaret Dubeck, Evelyn Jepkemei, Simon J.King (2016). *Identifying the essential ingredients to literacy and numeracy improvement: Teacher professional development and coaching, student textbooks, and structured teachers' guides*. 16th ed. Washington : Elsevier. 324-336.
8. Denis Hayes. (2010). The seductive charms of a cross-curricular approach. In: Geoff Whitley *International Journal of Primary, Elementary and Early Years Education*. Online: International Studies in Sociology of Education. 381-387.
9. Geoff Whitty, Gabrielle Rowe, Peter Aggleton. (2006). Discourse in Cross-curricular Contexts: limits to empowerment. *International studies in Sociology of Education*. 4 (1), 25-42.
10. Micheal Grenfell (2002). *Moern Languages Across the Curriculum*. London And New York: Routledge. 54-131.
11. Jonathan Barnes (2007). *Cross Curricular learning 3-14*. 3rd ed. London: Sage. 49-84.
12. María Teresa Flórez and Pamela Sammons. (2013). *Assessment for learning: effects and impact*. Available:
https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/5a/5a6d6203-ec49-4d33-9c5d-42c188184807.pdf?fbclid=IwAR2HqOMwM8aR9poV_tF5v8m1-Sq0rDZqmJgiBgD3UZUL1TNj6ZmG2_N3Ad8. Last accessed 29/12/2019.
13. Professor Deb Hayes. (N/A). *Self and peer assessment – advantages and disadvantages* . Available:
https://sydney.edu.au/education_social_work/groupwork/docs/SelfPeerAssessment.pdf?fbclid=IwAR2Tn3lVrOnW3yIWZwJ-8Jp9LKth8RtnWiper2qWJdTho_Ld6Wd56rLDLqg. Last accessed 29/12/2019.
14. Centre for Education Innovation . (2016). *Advantages and Disadvantages of Self- and Peer- Assessment*. Available: <http://cei.ust.hk/learner-centered-course-design/learning-assessment/self-and-peer-assessment/advantages-and?fbclid=IwAR1mXfu7atC9RLjWzNQ18FOqIRUVh7AKjnZ9fSYtg-c3WWW-erQa3pxoTQ>. Last accessed 30/12/19.

References pt. 2

05 January 2020 17:13

15. Dixie Lee Spiegel. (1992). Commentary: Blending Whole Language and Systematic Direct Instruction. *The Reading Teacher*. 46 (1), 38-44.
16. Anthony F. Grasha. (2010). The Dynamics of One-on-One Teaching. *College Teaching*. 50 (4), 139-146.
17. Douglas W. Carnine (2010). *Direct Instruction reading*. Oregon : National Reading panel. 2-7.
18. Dale H. Schunk (1995). *Self-Efficacy and Education and Instruction*. Indianan : Plenum Press. 281-282.
19. Li-Yueh Lee, Chia-Ying Li. (2008). The moderating effects of teaching method, learning style and cross-cultural differences on the relationship between expatriate training and training effectiveness. *The International journal of Human Resources Management* . 19 (4), 600-619.
20. Peng, Michael Yao-Ping; Chen, Chun Chun (2019). *The Effect of Instructor's Learning Modes on Deep Approach to Student Learning and Learning Outcomes*. Istanbul: Kuram ve Uygulamada, Egitim Bilimleri. 65-85.
21. Carl E. Wieman (2014). *Large-scale comparison of science teaching methods sends clear message*. America: PNAS. 8319-8320.
22. Swaran P Singh Helen Baxter Penny Standen Conor Duggan (2002). *Changing the attitudes of 'tomorrow's doctors' towards mental illness and psychiatry: a comparison of two teaching methods*. Nottingham : Swaran PSingh Department of Psychiatry, University of Nottingham. 1-2.