

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.

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Pathway: PGCE Primary (QTS)

Link to OneNote Assignment: https://uwotd-my.sharepoint.com/:o/g/personal/1700567_student_uwotd_ac_uk/Eq5IZlvhfMVOgphD6r3lr0cB5WgTTJkCg2OeVeEannuaGw?e=NDSZvr

This assignment is an examination of my practice in relation to Donaldson's pedagogical principles (Successful Futures, 2015). I will be looking at three principles, providing a range of evidence and annotating said evidence. The annotations will specifically focus on how I have implemented the principles in my PTE 1 and a reflection on the efficacy of my approaches.

My PTE 1 experience was in year two of a Catholic faith school in Penarth. The school is situated in an affluent area with strong relationships between school and community. In relation to the children in my class the parents were keen to meet me, and this was arranged during my first participation in parents evening.

As a pioneer school, there is already a strong focus on Donaldson's pedagogical principles (Successful Futures, 2015). The school have included the principles in their planning, and this is regularly reviewed. My mentor supported me in line with the principles and during formative feedback gave me constructive advice that I could reflect on and implement in my classes. This was done supportively, in respect of the fact that this was my very first teaching experience.

The teaching and learning of the school, as well as being heavily underpinned by Donaldson (2015), gives equal importance to the 'Teach like a Champion' ethos of Doug Lemov (2015). This will be discussed later in my essay.

[illegible]

✓

Illustrative example 2

15 December 2019 16:41



Same logic used throughout school
Physical prompting -
me being a shark!

Retrieval practice (school
term) APK (activating
prior knowledge)

← every child facing
forward, sitting in
'star' and 'tracking' me.

Writing the children responses
on the board

SCHOOL TARGET:

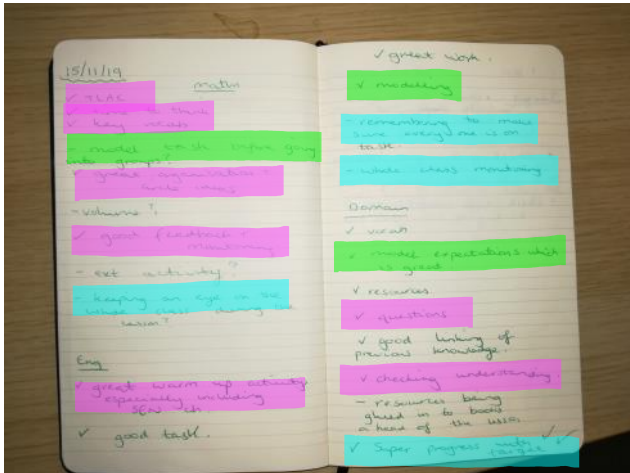
100% of attention,
100% of the time!

This was a year 2, 'English Skills' class centred around a 'read along' book called 'Meet Vern'.
Over a number of lessons the children learnt about key vocabulary, grammar, sentence structure, spelling.

Illustrative example 3

27 December 2019 13:49

key ✓ well done Matt!
- look at / reflect on / implement this



This is a great example over the course of 3 lessons in one day. Started the day with modelling (not so great). On formative feedback with mentor, I made significant improvements in my other two lessons.

Attention to AFL, good range used and with more of an idea as to what the outcome would be if implemented well. Prior to this class I would use AFL, knowing its important but with a general not focussed approach. eg I know questioning is vital but so is checking questioning for understanding. Each strategy used is used for a reason to illicit something which will assist me in my teaching (during my teaching).
Modelling - a great AFL technique + also a vital technique when employing 'Teach like a Champion' (Lemov)
Observation - Derry

This is an extract from my learning journal, specifically, a piece of formative feedback written for me by my learning mentor. She observed three classes in one day, Maths, English and Domain (humanities).

Firstly, she noted my lack of modelling. Following on from the maths class, I queried this as I thought that I had modelled my introduction to the lesson. My mentor noted that I had put examples on the board and asked questions but that this was not the most effective form of modelling. We discussed this at length. She advised that I re-introduce the concept of 2, 5 and 10 times table by using concrete unifix block examples. On immediate reflection, this made a lot more sense to me. Later, that evening, I reworked my lesson plans to include her feedback, the consequent lesson went far better. I was actually better able to assess who had grasped the concept and who hadn't.

I made immediate changes to my lesson plans for this day. I amended my lesson plans for my English and my Domain lesson to include a better modelled example which the children could follow. I'm glad that I made this immediate change, as the results from the children's activities, following my modelled task, were much stronger. I was also able to better assess who needed more support and put the intervention in straight away.

I know that task modelling is an AFL target which will need constant revisiting whilst I build up my experience and knowledge base. Working with my mentor is great as she pushes me to think more deeply about the task at hand, what I want the children to learn and how I'm going to support them to achieve the learning objective.

Assessment for Learning (re-work) Illustrative Example 1

10 February 2020 09:57

Lesson Plan Phase 1
Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student teacher	Matt Harger	Class:	2L
Area or Subject	Maths	Date:	04.11.19
Lesson Focus	Multiplication as Equal Groups (2, 5 and 10)		
Meaningful links to Curriculum	Donaldson 'Successful Futures' (Draft)		
What matters statement: - The number system is used to represent and compare relationships between numbers and quantities Progression Step 2: - I have demonstrated an understanding of, and can recall, multiplication tables including 2, 3, 4, 5 and 10, and use the term 'multiples'. Curriculum 2008 Using number skills / Use number facts and relationships - Recall and use 2, 5 and 10 multiplication tables			

Prior to planning my lesson, I looked at both Curriculum for Wales 2022 and Curriculum 2008. I felt it was important before planning a class to understand where it fits in the curriculum.

Direct links to CNF

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

The pupils will learn to:

- Identify multiples of 2, 5, 10
- Write a multiplication number sentence to reflect multiples of 2, 5 & 10
- Understand the visual pattern of multiplication as repeated addition when looking at number sentences
- Apply knowledge learned to a game or activity

This lesson plan was taken from an early lesson planned in PTE1. The school runs the 'Singapore Maths' programme. In this early stage I was keen to ensure that I planned my lesson in line with the schools system. I copy and pasted this information from the online booklet (which I was getting to grips with). I mixed up formative assessment and learning objectives!

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?)
- All – Will be able to multiply by 2, 5 & 10 - Most – Understand addition, represented as multiplication and its inverse - Some – Use division to check multiplication and use multiplication to check division	- Will recite the 2, 5, 10 times table - Will write a number sentence to reflect their understanding of addition in multiplication - Will complete activities to consolidate understanding of multiples - Work in pairs, using whiteboards to demonstrate understanding of some criteria

Again, I decided to use the measurement of 'All, Most & Some', I had seen this being used in my lead school and thought that it was a great way of structuring assessment criteria to give all pupils a chance at success. However, after subscribing to and reading, David Didau's educational blog, I have decided to not adopt this style. He makes a good argument that this method allows children a 'opt out' when they have achieved what they want or what they think they are capable of. Instead, he recommends a 'learning continuum, which allows students to make progress without suggesting a point where they opt out' (<https://learningspy.co.uk/learning/learning-objectives-why-we-need-em-2/>)

answers. They should notice that the answers rise in intervals of 2.

Explain to the children that if they know the pattern for two then what does that tell them about the pattern for 5 and for 10.

Also ask what do multiples of 2 end in? (even number) What do multiples of 5 end in? (5) What do multiples of 10 end in? (0)

Advise children of the page of their Singapore Maths book they are working on.

With MAT learners:

Introduce the subject of division to check multiplication and use multiplication to check division e.g. $2 \times 4 = 8$ and $8 \div 4 = 2$, complete a number of these to support understanding. Pupils to complete some in pairs, using whiteboards.

In this section, I employed a number of assessment for learning strategies, namely; questioning, building on prior knowledge.

Questioning was used to support them to reach the correct answers. It also acted as a scaffold, through which they could explore and apply their knowledge to other tasks. This scaffold could be easily removed prior to them starting the main task. (WAG, 2010)

I set a MAT challenge to explore and deepen their understanding. Actually, in this class, there were only a few which needed this and it was discussed, incidentally, whilst I was support them with their workbook tasks.

Assessment for Learning (re-work) Illustrative Example 2

10 February 2020 11:35

This was a Year 2, 'English Skills' class centered around a 'read along' book called 'Meet Vern'. Over a number of lessons the children learnt about key vocabulary, grammar, sentence structure and spelling.

The logo of the 'brain on a bike' is the logo used by the whole school. When the children see this logo they immediately assign it to 'retrieval practice' which is activating prior knowledge. The children are well versed in this practice, it happens regularly and they are highly motivated to tell the teacher what they remember. During this practice, I wrote down their answers on the board, therefore validating their responses, feeding into their educational self esteem.

This assessment for learning technique serves, primarily, to ensure that knowledge taught at previous lesson has been learnt and that they can retrieve this knowledge to support learning in a new lesson. This constant recapitalisation of learning objectives keeps the pupils engaged in their learning. By the purposeful posing of key questions by me, I can bring to the forefront themes and knowledge that I will be revisiting in later lessons.



Me being a shark!

Dual Coding
(Paivio, 1971)

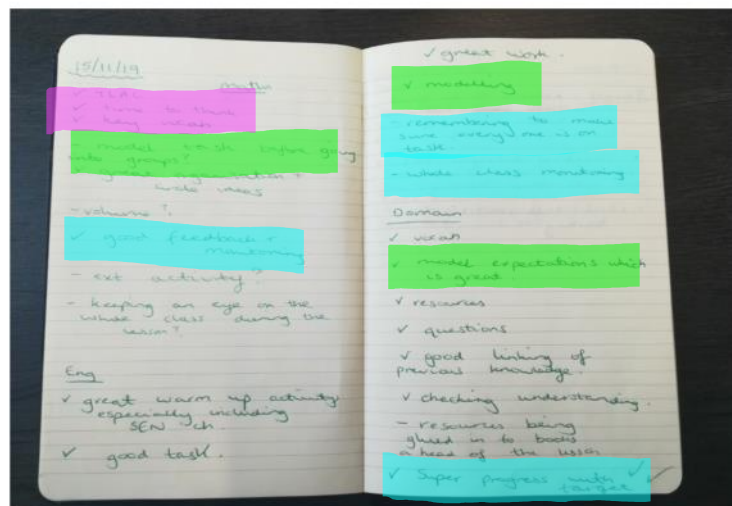
The idea that a picture accompanied with narrative aids memory and recall.

In this picture you can see me using physicality and mime to prompt answers from the pupils who had forgotten. The pupils found this hilarious. It made the process of retrieving information fun and engaging and removed the embarrassment of being put on the spot and not remembering information.

You can also see in this photo the pupils are facing forward. This school adopts the model of 'Teach like a Champion' (Lemov, 2015) which focusses on codified actions that show pupils are ready for learning, that formative assessment is more effective when children are alert and actively participating. Prior to Lemov, Piaget (1936) 'schema theory' talks about the importance of children recalling knowledge to aid memory, allow them to construct meaning and attach to new things.

Assessment for Learning (re-work) Illustrative Example 3

10 February 2020 11:53



This is an extract from my learning journal, specifically, a piece of formative feedback written for me by my learning mentor. She observed three classes in one day, Maths, English and Domain (humanities).

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Learning mentor has commented on my use of AfL and the good range used. She also mentioned what the outcome would be if implemented well. Prior to this class I would use AfL, knowing its importance but with a general, not focussed approach. For example, I know questioning is vital but so is questioning to check understanding. Each AfL strategy used is used for a reason, to illicit something which will assist me in my teaching and during my teaching.

This is a great example of when I took advice and guidance during formative feedback with my mentor and made significant improvements to other lessons. She gave me advice on how to better model activities. As you can see from my feedback on the other two lessons, improvements were noted.

Monitoring—a great AfL technique, as part of school's commitment to, 'Teach like a Champion', (Lemov, 2015). All teachers need to be seen (by the pupils) to be looking, checking participation levels. It needs to be obvious, so the pupils know they are being observed.



During 'Global Awareness Week' where the children were learning about UNICEF, recycling and other global issues, I set the children on / research tasks using tablets. They had to find out where the UN head offices are and who their children's Commissioner is.

Following the activity, we decided to send a tweet from class to Sally Holland - Children's Commissioner. We talked about sentence structure, limited word count, hashtags and @ and the difference between them.

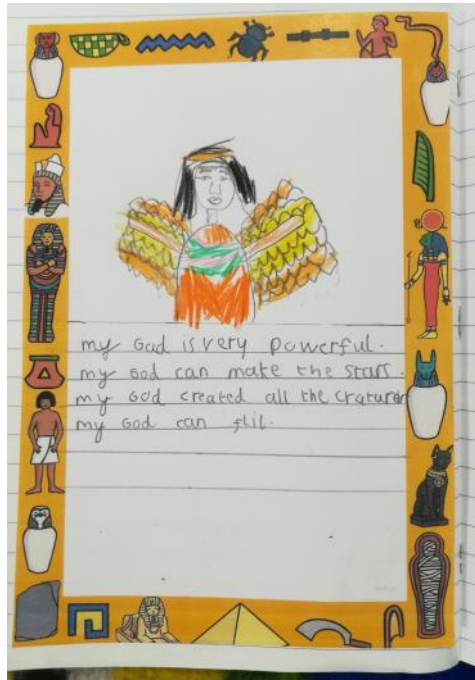
We also included other people in our tweet so that we could raise awareness.

The children were exceptionally excited and the lesson also enabled me to discuss on-line safety / personal responsibility. I also explained the age restrictions on Twitter.

I chose to use Twitter as it's a forum which many people use. I wanted to introduce the children to it. It worked well, they immediately recognised the logo and it prompted lots of incidental questions about on-line forums - keeping safe, reporting strange activity to a grown up

Illustrative example 2

27 December 2019 13:50



This was a piece of work produced by a year 2 middle attainment child.

The lesson was a 'Domain' (Humanities) lesson on the 'Ancient Gods of Egypt'. Based on their knowledge of Egyptian Gods they had to design their own god and write about their qualities.

Before hand, during writing scaffolding, we talked about the rules of sentence structure.

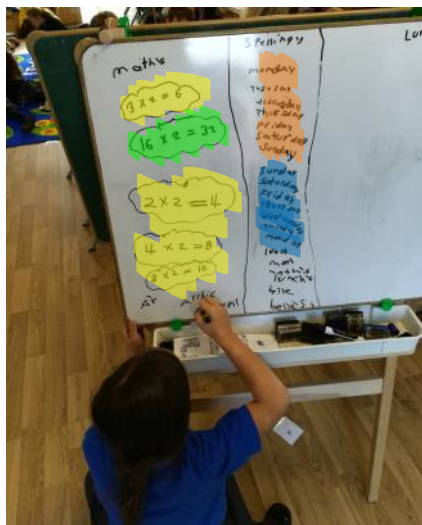
The children co-constructed the lesson objective and outlined what the success criteria would be.

LO: Design my own god and describe their qualities

Success Criteria:

- At least three descriptions
- Capital letter at start of sentence
- Finger spaces
- Full stops at the end.

Social
Constructivism
Vygotsky /
Piaget



This is an example of an amalgamation of the weeks lessons.

On Friday, using this whiteboard, the children are encouraged to write down everything that they can remember.

In terms of Curriculum, she was practising her maths and spelling independently. This learner has a particularly high level of self-efficacy, she regularly (without prompt) practices things that we have

learnt in class.

— We had been learning 2x table up to 12

— I asked her if she knew what double 16, 16+16 was (as children had been learning how to add together 2 digits number — on the blank section of the board she drew

$$\begin{array}{r} 16 \\ + 16 \\ \hline 32 \end{array}$$

1

practising spelling days of the week

I asked her if she could also write the days of the week, back to front!

As well as during formal direct teaching, I utilised enhanced provision to challenge and excite the learner. Whilst I counsel I ask the children questions/ set mini challenges. The informal nature of enhanced provision and the fact that I walk away and don't stand over them means that they have a 'go' at the challenge, they don't fear failure.

Self efficacy - Hattie

Illustrative example 1

15 December 2019 16:47



This was an impromptu lesson which turned out to be extremely beneficial, educationally. In Global Dimension Week the children were introduced to the topic of recycling.

During learner voice, the children said they wanted to make a poster out of plastic bags.

Again I used the children with the activity based on answers they gave me from my question.

The children wanted to make the worlds a 'good' world and a 'bad' world. The good world was where people recycled and the planet was healthy. Conversely, the bad planet was dying because of plastic pollution.

I set an **extension activity** for the children who wanted to complete additional work.

2008 Welsh Government - play based continuum

Enhanced provision:

'Global Dimensions Week:
UNCRC'

"Build a world where every child has rights"
children had to choose a right and build a structure to represent that.

These boys chose —

Article 31 'Leisure, Play, Culture'

Great example of the importance of physical play in foundation phase



Fine motor skills / construction / manipulation
construct / deconstruct / spatial / hand eye
so many skills in one activity

In a brief interaction they told me they were building a plane to pick up '?' family - this relates to a boy in class who is a refugee - then wanted to pick up his family.

https://downloads.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf?_ga=2.148276340.2100591069.1577698444-6311927.1572280856

Vygotsky ZPD - The boys read the sign had some idea of what they wanted to do. With my minimal intervention and signpost to article 31 boys became re-energised with what they could build and why.

My intervention enabled them to contextualise their learning, build on it and re-develop ideas.

Illustrative example 3

27 December 2019 14:26



Enhanced Provision

Building on today's lesson on 'division'.

I designed a worksheet containing all the elements which I knew the children enjoyed from popular culture

eg Gogo Sinner (young American singer from a reality show)

emojis, minecraft etc.

The children instantly engaged with the material because of pop culture references.

When the children saw the pictures on the worksheets they became excited to do work. The excitement caught on and other children waited for their turn to go next. They were practising their division skills without really realising it.

Building on Prior Learning (re-work) Illustrative Example 1

07 March 2020 14:06

The pupils were given a choice of how they wanted to show the rest of the school what they had learnt during 'Global Dimension Week'. They were advised that they would have to complete a project and then, take the information they have learnt and build on it. Initially they worked in two groups. The groups were chosen by picking named lolly sticks out of a bag. With regards to the extension activity, the children could either work independently or with a friend.

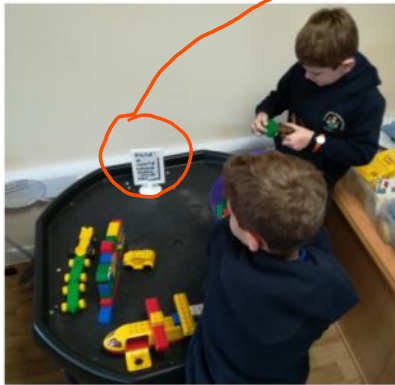
For the main project the pupils brought in plastic bags (that their parents were recycling) from home and they also went around the school doing a litter pick. They cut up the plastic bags and, along with the other recycled materials, they made a two worlds. A good world and a bad world. The good world, they explained, is what happens when people recycle. The bad world is what happened when people did not recycle. It is not included here but trainee teacher, class teacher and LSA, logged interesting comments made by the pupils during the project. The incidental comments captured spoke volumes about how the pupils viewed climate change.



Building on Prior Learning (re-work) Illustrative Example 2

07 March 2020 15:24

Following on from reading Welsh Government (2008) 'Play Based Continuum'. I set up an activity in the enhanced provision. The theme of the week was 'Global Dimension', the pupils had been learning about opics within that theme, namely; recycling, UNCR. Building on previous knowledge the task asked pupils to, 'build a world where every child has rights'. The boys were not advised which article to choose, but upon struggling was given a selection of articles to chose, they then chose, 'Article 31 : Leisure, Play, Culture. https://downloads.unicef.org.uk/wp-content/uploads/2019/10/UNCR summary-1_1.pdf?_ga=2.148276340.2100591069.1577698444-6311927.1572280856 I spoke with the boys and asked them to tell me about their construction work. They said that they were "building an aeroplane to bring ? family home". This related to a Syrian child on their class whose mum and dad are still in Syria. They developed skills in spatial awareness, construction, deconstruction, fine motor manipulation. (WAG, 2010).



Task descriptor— If I was to set out this task again, I would include an oral descriptor playback for those children who struggle with reading.

This activity, as part of enhanced provision, allowed the pupils to explore their own construction projects with a descriptor giving them some focus. Within the remit of the task, the pupils creative response was of sole importance. If I was to run this activity again, and support the pupils to enhance their skills of building on knowledge, I would take photos of the children's finished models and invite them to talk about them with their peers. By doing this, the pupils would have the opportunity to practise their communications skills, learn to justify reasons for their build and make stronger links to UNCR.

I would do this sparingly, however, as its my understanding the enhanced provision is used to allow pupils to explore a topic in a more relaxed and playful way.

When considering this activity, I was acutely aware of enhanced provision's role in developing and building on prior learning. I employed Vygotsky's pedagogical principle, 'Zone of Proximal Development' (ZPD). I entered the boys' play and chatted to them about the model they were building. As discussed above they were not sure which UNCR article to base their model on. I listened to why they had chosen to build an aeroplane and signposted them to article 31. They became re-animated and more engaged in the task. I also heard them talking to their peers about what they were doing and why. This peer to peer knowledge transfer is discussed by Hattie (2012).

Building on Prior Learning (re-work) Illustrative Example 3

08 March 2020 11:45

This is three year two girls, they were accessing the enhanced provision to consolidate and develop their understanding of fractions. The task went well as I had used 'pop culture' to excite and engage the pupils. The work sheets contained questions that related to Jojo Siwar (a famous celebrity youtuber who most of the girls had been to see in Cardiff the week before), Emoji's and Minecraft. I was sure to include references which both sexes would be interested in.

I had noticed that initial interest waned if the task was too difficult or required a certain amount of attention. Utilising quick fire AFL (Black and William, 1998) I differentiated the task by worksheet. I explained to the pupils that the sheets ranged in difficulty from left to right. I also provided incidental rewards for the effort taken by pupils in the completion of the sheets. This was both helpful and unhelpful. I introduced incidental rewards as I wanted the pupils to access the additional work but didn't reward every time as I wanted to ensure motivation for task was more intrinsic (Hattie, 2012). The pupils began to ask me whether they would get a sticker for completing the work. This gave me an opportunity to explain before releasing the groups to work, the benefits of trying the additional worksheets and that trying their best would be the best reward of all. I jokingly said that I would be giving out 'sneaky stickers' if I felt pupils were really trying their best. By the end of PTE1 placement, I found that the pupils would engage with the task if the activity was exciting, achievable with a healthy amount of challenge. Actually, the stickers had been a diversion and I had underestimated the pupils already high intrinsic motivation



Interestingly, the girls were always the first to access the activities which required sitting and concentrating. The boys tended to go straight to the construction areas and when maths enhanced provision included using blocks or other tangible material, they accessed that. It was my understanding that all elements of the enhanced provision should be accessed by the pupils on their own terms. During reflection, I discussed with the teacher what I had noticed about the types of activities accessed by the girls and the boys. She asked me what interventions might help. I asked whether I could be more directive, at times, about which groups accessed which activity. So, for example, I could send the boys to the writing table first and the girls to construction. This is what I did but sparingly, the strengths of enhanced provision is the pupils motivations to access that which interests them. The group work (at the tables) was usually the time when pupils were supported to access all learning.

In PTE2 I will ensure that if I want to maximise on pupils interest to build on prior learning, that I create activities which hook pupils interest from the outset. The same techniques which I apply to my lesson planning, I will employ to continuous and enhanced provision (Curriculum for Wales, 2008)

Critical Reflection (3357 not exc titles and subheadings)

15 December 2019

16:49

Critical Reflection

This essay will look at three pedagogical principles which have underpinned the planning of lessons on PTE 1. A literature review of the principles and a critical reflection of own practice will highlight areas for professional growth and set the tone for future planning.

Pedagogical Principles 1 : Good teaching and learning means employing assessment for learning principles (AFL).

Before embarking on the PTE 1 experience lots of lectures outlined what a trainee teacher would need to consider when planning, teaching and reflecting on their lessons. Perhaps most important area to be considered was that of 'Assessment for Learning'. It seemed obvious to concur that a well-planned lesson, clear objectives and a focussed observation on learner application to task would result in a great lesson and favourable outcomes. On the surface, that would seem obvious.

Initially, whilst planning lesson, a thorough review of Donaldson (2015), Hattie (2012) and Black and Wiliam (1998) was undertaken. If knowledge of their practice formed the basis of lesson planning then the pupils would have an amazing, thoroughly knowledge rich learning experience.

The 'Successful Futures' (2015) report commissioned by the Welsh Government outlines that assessment was not fit for purpose in Welsh schools, that "assessment for learning approaches are not well understood and embedded" (Successful Futures 2015 : 75). Donaldson (2015) concurs with that and outlines a nine step approach, outlining clearly and succinctly what educators in Wales need to consider when assessing their pupils. However, although the report highlighted some shortcomings it didn't really critically evaluate where the assessment deficits were and how they were being misinterpreted. The feedback seemed general, at best. As a trainee teacher, with limited experience, so much of current practice outlines how to ensure that pupils are on track with their learning. From the 'Curriculum for Wales' in 2008, to the 'Successful Futures' report in 2015, assessment has been deemed, as mentioned not good enough.

Whilst looking at Black and Wiliam (1998) research, published ten years before 2008 Curriculum, it seemed highly evident and possible to plan classes that, when taking into consideration advice and support given, would provide the pupils with a great learning experience.

It would seem pertinent, then, to start with *Illustrative Example 1. : The Lesson Plan*. The start of everything, the building block by which a lesson will be deemed successful or not. Including here, all the AfL tools will give the lesson an anchor, direction and a desired outcome. The lesson plan, one of the first written attempts on PTE 1 had to include as many AfL as one could think of. The lesson objective and success criteria were used referencing the 'Singapore Maths' curriculum used at the school.

Questioning was used to ensure that pupils were on task and that they sustained attention. The strategy 'think – pair – share' was used, following a modelled activity, to check the efficacy of the modelled task. Most pupils questioned seemed to show that the task was understood. This was

backed up with 'cold call' to allow the trainee teacher to better gauge the learning. It was important to ensure that all pupils were on task and in keeping with the school's culture 'Teach like a Champion' target of '100% attention, 100% of the time (Lemov, 2005 : 92). On observing the pupils in their breakout task, it became quite apparent that they were unsure as to the task at hand. The teacher, the learning support assistant and the trainee teacher had to use quick fire 'AfL' to remedy the problem. On reflection with mentor (included as Illustrative Example 3). It was mentioned that the modelled example was good but not robust, too much information had been included. It was discussed that questioning had been used to check understanding. On further reflection with mentor, it was conceded that the amount of information included in the task, the amount of pupils questioned was not representative of the class so this, coupled with the confusion, meant that lessons had to be learned. As you can see from Illustrative Example 3, immediate changes were made to the next two lesson plans and as shown in the journal written by the learning mentor, modelled examples were much stronger.

Looking at Illustrative Example 2. This was a year 2, 'English Skills' class centred around a 'read along' book called 'Meet Vern'. Over several lessons, the pupils learnt about key vocabulary, grammar, sentence structure, spelling. The learning objective was shared with the pupils and thus expectations were clearly set from the outset. A modelled example was then provided with much scaffold.

Rosenshine (2012) outlined '10 principles of instructions' that he believed would enhance all teaching and learning experiences. His primary principle was that of recapping the previous lesson. This is a principle firmly embedded in the school and as an AfL practice which would be utilised at the start of every lesson taught on PTE1.

Each class starts with retrieval practice. The pupils retrieve knowledge from a previous lesson and that this knowledge will be elicited, in the main, by teacher questioning. Black and Wiliam (1998) acknowledge that questions can be hard to generate but by taking a collaborative approach (with peers and even pupils) stronger questions would elicit more responses and embed deeper learning. Following on from teacher questioning, the pupils were always asked what else they could remember, this gives all the pupils an opportunity to respond and this shared additional knowledge utilises them as the primary resource for one another (Dylan William 1998). By working collaboratively and with teacher question input the pupils remember and retain much more information. A consistent revisiting of learnt knowledge will ensure a stronger and deep brain synapse to knowledge learnt (Didau 20016).

After completing retrieval practice with the pupils for the first time a generic logo was placed on the PowerPoint slide to signify this. The pupils asked where the, 'brain on the bike', was. The question was ignored, and the pupils were continued to be question, to elicit knowledge from previous lesson and to ensure flow and pace of class was not disturbed. During 'retrieval practice' the energy was high, the pupil's responses were written on board and therefore validated. An AfL technique that feeds into the pupil's ego, building up of confidence and feeling of self-efficacy (Hattie 2012). The teacher also used mime and physicality to guide all pupils to the desired outcome, after all, Hayes (2006) discusses the importance of creativity in the classroom. Many responses to situations in classes are organic, intuitive. The motivation levels of the teacher need to reflect the motivation expectation of the pupils, ensuring they are more alert and ready for learning.

Following the lesson and upon reflection, feedback was sought from a mentor. The trainee teacher mentioned that the pupils were preoccupied with a different logo being used. The teacher stated that school has a logo and it is used throughout all year groups. As the pupils had such a visceral response to the use of the wrong image, research was undertaken and it was found that large bodies of work discussed the efficacy of 'dual coding' (Allan Paivio, 1986). The idea that an image can illicit, bring to mind, a strong connect to information learnt. This was peer reviewed more recently by

Cuevas & Dawson in 2018. Following on from that simple reflection on a logo, the school logo was then included in all future lesson plans. Also, the dual coding technique was adopted into immediate practice.

Pedagogical Principle 2 : Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

Hayes (2009) talks extensively in his book about this particular piece of pedagogy. In particular he acknowledges the dichotomy of both the positive elements of enhancing teaching practice and the potential element of removing the finer focus on single subject knowledge.

The importance of embedding literacy, numeracy and digital competence has never been more important than it is today. With the advent of the new curriculum for Wales in 2022, teachers in Wales are charged with the task of increasing education gains in all cross sections of the curriculum, measurable gains it appears. Cynically, ones that feed into an international measurement of PISA. And, with all employment being so heavily reliant on computers, they need to be digitally competent. Donaldson mentions that subjects have become easily 'translated into the timetables and that the opportunities for cross curriculum (xc) attention have been marginalised' (Donaldson, 2005, 37). If the report is to be understood, the teaching of subject specific content without a focus on the xc leaves the pupils with a learning and skills deficit.

Initially, it was thought that literacy skills would be naturally improved through the pupils writing of their subject knowledge. Just because the subject was Geography, for example, would not mean that in writing an account of a lesson did not mean that the pupils would not have to adhere to the technical elements of good writing i.e. spelling, punctuation and grammar commonly referred to in marking as SPaG. Although, on closer inspection and on review of pedagogical literature, it appears that their needs to be a consistent measure by all teaching staff about what areas of literacy will be focussed on. Shulman (1988) discusses that, individually, measurements can be flawed but that these can still provide underpinning context and when reviewed, collectively (with their peers), the information obtained can affect change.

Opportunities for the development of numeracy can appear more difficult, subjects which naturally appear to lend themselves to the written word, only, can also include opportunities for numeracy. When planning on a lesson for 'Global Dimension' week at school, most of the tasks involved literacy or digital competence. Looking at *Illustrative Example 1*, you can see that the pupils wrote a live tweet to the children's commissioner for Wales. This enabled a lot of discreet educational opportunities for discussing online safety, the age restrictions on social media sites, accessing sites which are specifically for pupils and the importance of reporting anything unusual or inappropriate to an adult. When the live tweet session was planned, it was done so with a very surface approach. The pupils used their tablets to research the children's commissioner for Wales, they searched for where the UN head office is based and investigated the age restrictions for the social media site, Twitter. These were three easily achievable success criteria.

It was a very interesting professional learning point, yes its important to maximise opportunities when they arise but actually, a well-planned lesson (Hattie 2012) may have already foreseen the potential 'incidental' learning points. These could have been covered in the planning. Through a thorough investigation of the types of questions that should have been posed, the questions the pupils may have asked and would have been interested in or that should have been covered due to the demands of the digital competency framework outline in Donaldson (2015). Professionally, on this occasion, being surprised by the amount of the incidental learning opportunities that arose, was concerning. It was clear that this lesson was not planned thoroughly enough. However, this further

learning was evidenced by the trainee teacher via photos, annotations to lesson plan and by the pupils written work in their books.

The recycling element of 'Global Dimension' week provided opportunities to investigate pictograms, statistics and statistical analysis. A lesson was planned, taking into consideration prior learning. As 'Global Dimension' week was an off-programme activity. It allowed for more freedom in terms of the planning, consultation with pupils and delivery. It was seen as a chance to put into practice some of the pedagogical ideas, discussed in lectures without the added pressure of it being a 'typical' class where attention to learning objectives, success criteria and assessment outcomes fed into the pupils mainstream learning. Whether the pressure is real or perceived planning for an off-curriculum week seemed less worrisome. It presented opportunities to try out new things and, on reflection, these 'new' practices weren't that difficult to implement so future planning will include these.

The pupils enjoyed a prior learning task on tally charts. Two pupils were given the job of setting up a small office and inviting pupils to give their opinion on the type of headed paper that should be used for an upcoming project. The pupils set up their tables and activated their knowledge of tallies to elicit feedback. At the end of the session the pupils fed back on which headed note paper was the most popular, peer to peer feedback is powerful AfL tool (Black and Wiliam 1998). Although this was a task for two children only, all pupils were included in the consultation. The opportunity for embedded numeracy here was great. The pupils who had set up the small office wrote a short report, they had to present their findings both numerically and in word. The task was differentiated to appeal to all learning levels of the pupils. The pupils who had not taken part in the office, designed their own tally charts and were given the opportunity to move freely between two classes gathering data.

Beforehand, inferences were made as to what the most / least popular choice would be, and the pupils then gathered the data and tested their hypothesis. This was planned for in the lesson and it went perfectly to task. It supported the development of oral literacy, numeric and written literacy. Given an opportunity to reflect on this lesson and in consultation with the tutor, a target was set to think about strengthening professional knowledge around embedding xc in other parts of the curriculum. Previously, as mentioned in this essay, it was felt that, due to the apparent prescriptiveness of the curriculum in certain areas that a deviation from this would not be looked on favourably. However, reflecting on the success of planning during 'Global Dimensions' week, it was clear that there is space within the current curriculum to maximise opportunities for stronger xc activities. The ease of which lay in creative planning and development.

As a PTE1 experience much of the lessons learnt regarding xc were garnered through a objective interrogation of lesson planning and curriculum demands. They were not insurmountable as first thought and reflection, consultation with professional support and consequence 'trialling' of lessons certainly yielded better and more exciting outcomes for the pupils. When reflecting on xc embedded learning, it might be pertinent to remember what Pearson, a leading statistician said, "that which is measured improves. That which is measured and reported improves exponentially".

Pedagogical Principle 3 : Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.

Carl Rogers (1950) published articles which related to a relationship between a client and a therapist, he discussed the person-centered approach as something which is inherently important if you are to navigate through life, draw on personal experiences and develop, personally. As school is a microcosm of life then it seems appropriate, then, to discuss this theory and its immediate relation

to education. Specifically, when considering the planning of lessons. Essentially, Rogers was both a 'Constructivist' and a 'Humanist', though not in equal parts.

Constructivists, such as Vygotsky and Piaget would also agree that 'activating prior knowledge' and building on it would provide most pupils with confidence, you start from knowledge base which they are familiar with and then build on that knowledge base scaffolding and supporting them to develop ideas, even take their own educational direction. The *Illustrative Example 1* is an example of such. The pupils were heavily involved in recycling projects, theological mini studies and UNCRC. In respect of 'Humanist' John Holt (2009), the pupils, exercising their rights of self-autonomy, under the watchful eye of a trainee teacher, decided that they wanted to make a display to show what they had learnt about recycling, the impact on the environment and people. They completed an art project, titled, 'good world, bad world'. All the ideas were elicited, written down and given a structure. The pupils were under the illusion that the structure was something which they had proposed and mostly, it was. However, through careful questioning, recapitalisation of ideas, the pupils were led to the design of a project that met their needs and that of the school. During this project the pupils were enjoying themselves, there was a lot of incidental conversation, inferences about whether it would be best to live on the good planet or the bad planet and if all the plastic in the world was collected on one day would it fill Cardiff's Millennium Stadium. In this heightened sense, the pupils, were free of convention, constraints of heavy teacher input. They were intrinsically motivated to achieve their self-goals (Hattie, 2012, 48). During the session, there were some pupils who appeared to be lacking in motivation for the task, they started strong, then their interest waned. For these pupils, an extension task was set, illustrated in the example 1. They had to design a poster outlining what they could do to help the planet. Maslow's 'Hierarchy of Needs' outlines that which motivates an individual will be the key to their success.

The UNCRC Article 31, outlines the child's right to 'leisure, play and culture'. This is congruent with Welsh Assembly Government 'Foundation Phase Framework' and the play-based curriculum. Certainly, when thinking of new ways to motivate pupils to learn, to consistently build on prior knowledge both with and without teacher intervention, physical activities must be part of enhanced provision. Irrespective of the potential new knowledge learnt, the additional benefits of fine motor development, construction and de-construction, problem solving are all skills, the development of which, will also have far reaching impacts of self-esteem, confidence and the ability to approach a task with a growth mindset (Dweck 2012).

In *Illustrative Example 2*, two boys were undertaking a physical construction task, they were asked why they were building an aeroplane and they said that it was to bring '?' family home from Syria. Looking here at Vygotsky, 'Zone of Proximal Development' (1978) with minimal intervention and a couple of well posed questions, the boys went from what they knew, to learning something else. With minimal intervention they became reanimated and continued to develop their ideas. The concept of on-going formative assessment here, meant that the boys deepened their knowledge of UNCRC. The Humanist, Viel Vuegelers (Education and Humanism, 2011 : 1) believes that "education is the moral enterprise which shapes human development". The role of the primary teacher appears to have moved away from the nurturing of children's emotional intelligence (Daniel Goleman, 1996). One has to consider whether an increased focus and pressure on teacher to push pupils to reach educational targets is at the expense of their moral development. Donaldson's (2015) curriculum seems to readdress this balance, is it now possible for strong educational achievement and the nurturing of a child's emotionally literacy to coexist? The *Illustrative Example 2* shows two pupils, newly acquainted with UNCRC designing aircraft to bring the family of a refugee peer to the UK. If ever there was an example of a strong moral activity with empathy and compassion at its core, this was it.

To be a self-reflective practitioner, is integral to teaching, now is the best time to benchmark current practice and aspire to support and guide pupils to reach their own personal best. Humanist theorist believe that pupils need to take full educational control, constructivist believe that pupils need to

make sense of their reality, redefine it and build on. A blended approach to teaching means that all areas are covered, one does not need to exist in isolation of the other.

During PTE1 practice, many mistakes were made, from taking a singular approach to planning for specific subject content to over-planning for all lessons. That every AfL strategy is included and utilised. Reflecting on practice, implementing new changes and designing new lessons will be something which will be life long, cultural. Donald Schon (1983) 'reflection in-action, reflection on action' has been the biggest inspiration, it demystifies the process of reflection and makes it accessible, day to day.

Critical Reflection (re-work)

08 March 2020 20:34

This essay will look at three pedagogical principles which have underpinned the planning of lessons on PTE 1. A literature review of Donaldson's pedagogical principles (Successful Futures, 2015) and a critical reflection of own practice will highlight areas for professional growth and set the tone for future planning.

Before embarking on the PTE 1 experience lots of lectures outlined what a trainee teacher would need to consider when planning, teaching and reflecting on their lessons. Perhaps most important area to be considered was that of 'Assessment for Learning'. Initially, whilst planning lesson, a thorough review of Donaldson (2015), Hattie (2012) and Black and Wiliam (1998) was undertaken. If knowledge of their practice formed the basis of lesson planning then the pupils would have an amazing, thoroughly knowledge rich learning experience. The Welsh Government (2010) document about AfL and developing thinking focusses on metacognition, 'thinking about thinking'. This document outlines succinctly the need to provide challenge, in its many forms, the most poignant being that of, "deliberate disturbance to their current understanding", (WG, 2010 : 23). The idea that assessment for learning should stop a pupil in their tracks, challenge their thinking and with input from the teacher, develop new ideas, this also aligns itself with Vygotsky 'ZPD'.

The 'Successful Futures' (2015) report commissioned by the Welsh Government outlines that assessment was not fit for purpose in Welsh schools, that "assessment for learning approaches are not well understood and embedded" (Successful Futures 2015 : 75). Donaldson (2015) outlines a nine-step approach, outlining clearly and succinctly what educators in Wales need to consider when assessing their pupils. In his report, the OECD (2014) agrees with Donaldson, strengthening the argument that assessment did not inform pupils learning and the educational next steps they need to take for improvement.

Whilst looking at Black and Wiliam (1998) research, published ten years before 'Curriculum for Wales 2008', they clearly outlined a toolkit whereby strong formative assessment practice would enable teachers to assess and plan for pupil progress. It prompts discussion as to why assessment in its current form is largely ineffective.

Looking at Illustrative Example 1 : The Lesson Plan. The building block by which a lesson will be deemed successful or not. Including AfL tools here will give the lesson an anchor, direction and a desired outcome. The lesson plan, one of the first written attempts on PTE 1 had to include as many AfL as one could think of, or so it was thought. The lesson objective and success criteria were used referencing the 'Singapore Maths' curriculum used at the school.

Questioning was used to ensure that pupils were on task and that they sustained attention. The strategy 'think – pair – share' was used, following a modelled activity, to check the efficacy of the modelled task. Most pupils questioned seemed to show that the task was understood. This was backed up with 'cold call' to allow the trainee teacher to better gauge the learning. It was important to ensure that all pupils were on task and in keeping with the school's culture 'Teach like a Champion' target of '100% attention, 100% of the time (Lemov, 2005 : 92). On observing the pupils in their breakout task, it became quite apparent that they were unsure as to the task at hand. The teacher, the learning support assistant and the trainee teacher had to use quick fire AfL to remedy the problem. The learning groups (which had already been split) were called upon to refocus on the trainee teacher and the task was remodelled. The student teacher then gave the pupils a chance to 'be the teacher' and explained the task to a friend. A close ear ensured that the new information was received, and task better understood. This was a great learning curve as the amount of learning time missed because of the poor execution of task was about fifteen minutes. The time could have been much better spent on marking or individual support. On reflection with mentor (included as Illustrative Example 3). It was mentioned that the modelled example was good but not robust, too much information had been included. It was discussed that questioning had been used to check understanding. On further reflection with mentor, it was conceded that the amount of information

included in the task, the number of pupils questioned was not representative of the class so this, coupled with the confusion, meant that lessons had to be learned. As you can see from Illustrative Example 3, immediate changes were made to the next two lesson plans and as shown in the journal written by the learning mentor, modelled examples were much stronger.

This was a great learning opportunity, in future classes modelling will be pared back and kept simple. Discussion will be kept limited and focussed. Pupils from all ability groupings will also be called upon to check understanding. With modelling being so vitally important to learning, this area of practice will be regularly reviewed for effectiveness.

Drawing on lessons learned, looking at Illustrative Example 2, this was a year two, 'English Skills' class centred around a 'read along' book called 'Meet Vern'. Over several lessons, the pupils learnt about key vocabulary, grammar, sentence structure, spelling. The learning objective was shared with the pupils and thus expectations were clearly set from the outset. A modelled example was then provided with much scaffold (Hattie, 2012).

Rosenshine (2012) outlined '10 principles of instructions' that he believed would enhance all teaching and learning experiences. His primary principle was that of recapping the previous lesson. This is a principle firmly embedded in the school and as an AfL practice which would be utilised at the start of every lesson taught on PTE1. Each class starts with retrieval practice. The pupils retrieve knowledge from a previous lesson and that this knowledge will be elicited, in the main, by teacher questioning. Black and Wiliam (1998) acknowledge that questions can be hard to generate but by taking a collaborative approach (with peers and even pupils) stronger questions would elicit more responses and embed deeper learning. Following on from teacher questioning, the pupils were always asked what else they could remember, this gives all the pupils an opportunity to respond and this shared additional knowledge utilises them as the primary resource for one another (Dylan William 1998). By working collaboratively and with teacher question input the pupils remember and retain much more information. A consistent revisiting of learnt knowledge will ensure a stronger and deeper brain synapse to knowledge learnt (Didau, 2016).

It was noticed that the teacher used the same logo every time she completed retrieval practice. However, when completing retrieval practice with the pupils for the first time a generic logo was selected and added onto the PowerPoint slide to signify this. The pupils asked where the, 'brain on the bike', was. The question was ignored, and the pupils were continued to be questioned, to elicit knowledge from previous lesson and to ensure flow and pace of class was not disturbed. During 'retrieval practice' the energy was high, the pupil's responses were written on board and therefore validated. An AfL technique that feeds into the pupil's ego, building up of confidence and feeling of self-efficacy (Hattie 2012). The teacher also used mime and physicality to guide all pupils to the desired outcome, after all, Hayes (2006) discusses the importance of creativity in the classroom. The physicality was an additional tool for scaffolding expectations, the pupils were alert, happy and motivated to complete the task. The motivation levels of the teacher need to reflect the motivation expectation of the pupils, ensuring they are ready for learning.

Following the lesson and upon reflection, feedback was sought from a mentor. The trainee teacher mentioned that the pupils were preoccupied with a different logo being used. The teacher stated that school has a logo and it is used throughout all year groups. As the pupils had such a visceral response to the use of the wrong image, research was undertaken and it was found that large bodies of work discussed the efficacy of 'dual coding' (Allan Paivio, 1986). The idea that an image can illicit, bring to mind, a strong connect to information learnt. This was peer reviewed more recently by Cuevas & Dawson in 2018. Following on from that simple reflection on a logo, the school logo was then included in all future lesson plans. Also, the dual coding technique was adopted into immediate practice.

Hayes (2009) talks extensively in his book about the pedagogy relating to cross curriculum subjects. He acknowledges the dichotomy of both the positive elements of enhancing teaching practice and the potential element of removing the finer focus on single subject knowledge. This is at odds with what has been seen in school, Maths and English are still being taught in the morning, therefore, teachers are able to provide finer focus. This observation is echoed by Estyn (2018), who did note that primary schools follow this form of timetabling.

The embedding of literacy, numeracy and digital competence as the major cross curricula themes were strongly considered when planning classes. With the advent of the new Curriculum for Wales in 2022, teachers in Wales are charged with the task of increasing educational gains in all areas of the curriculum. Wales has consistently benchmarked lowest in the UK in English, Maths and Science in its PISA results. Donaldson mentions that subjects have become easily 'translated into the timetables and that the opportunities for cross curriculum (xc) attention have been marginalised' (Donaldson, 2005, 37). If the report is to be understood, the teaching of subject specific content without a focus on the xc leaves the pupils with a learning and skills deficit.

Hayes (2009) and Barnes (2015) make strong arguments for importance of xc responsibilities, they also question the validity of the content in subject areas that do not lend themselves to the embedding of these skills. Donaldson (2015) although in agreement with them, also imports the value of ensuring that classes are authentic.

The LNF supports skills acquisition in literacy and numeracy. Also, though, these same skills could be naturally improved in other subjects. In Geography, for example, pupils writing an account of a lesson would also have to adhere to the technical elements of good writing i.e. spelling, punctuation and grammar commonly referred to in marking as SPaG. Shulman (1988) discusses that, individually, measurements can be flawed but that these can still provide underpinning context and when reviewed, collectively (with their peers), the information obtained can affect change. This would suggest that schools, teachers in particular, needs to be a consistent in their measurement of these skills.

When planning on a lesson for 'Global Dimension' week at school, most of the tasks involved literacy or digital competence. Looking at Illustrative Example 1, you can see that the pupils wrote a live tweet to the children's commissioner for Wales. This enabled a lot of discreet educational opportunities for discussing online safety, the age restrictions on social media sites, accessing sites which are specifically for pupils and the importance of reporting anything unusual or inappropriate to an adult. When the live tweet session was planned, it was done so with a very surface approach, very little thought or planning underpinned this session. The pupils used their tablets to research the children's commissioner for Wales, they searched for where the UN head office is based and investigated the age restrictions for the social media site, Twitter. These were three easily achievable success criteria.

It was a very interesting professional learning point. Yes, it's important to maximise opportunities when they arise, but, a well-planned lesson (Hattie 2012) should already include the potential 'incidental' learning points. These could have been covered in the planning. Through a thorough investigation of the types of questions that should have been posed, the questions the pupils may have asked and would have been interested in or that should have been covered due to the demands of the digital competency framework outline in Donaldson (2015). Professionally, on this occasion, being surprised by the amount of the incidental learning opportunities that arose, was concerning. It was clear that this lesson was not planned thoroughly enough. However, this further learning was evidenced by the trainee teacher via photos, annotations to lesson plan and by the pupils written work in their books.

The recycling element of 'Global Dimension' week provided an organic opportunity to investigate pictograms, statistics and statistical analysis. A lesson was planned, focussing on recycling, this authentic theme allowed for a basic exploration of metacognition, the pupils knew what was meant by recycling but by exploring this in more depth via real life data, they strengthened their, "skills and strategies to support learning in different situations", (Donaldson, 20015 : 69), (EEF 2018). As 'Global Dimension' week was an off-programme activity, it allowed for more freedom in terms of the planning, consultation with pupils and delivery (Hattie, 2012). It was seen as a chance to put into practice some of the pedagogical ideas, discussed in lectures without the added pressure of it being a ' typical' class where attention to learning objectives, success criteria and assessment outcomes fed into the pupils mainstream learning. An example of such would be that of journaling. The pupils were provided with a 'Global Dimension' week booklet and used it as a journal, some presented their work as a diary extract. Whether the pressure is real or perceived planning for an off-curriculum week seemed less worrisome. It presented opportunities to try out new things and, on reflection, these 'new' practices weren't that difficult to implement so future planning will include

these. So much incidental information had been identified by the pupils in their journals and on discussing them with the class, posed many interesting and probing questions.

The pupils enjoyed a prior learning task on tally charts. Two pupils were given the job of setting up a small office and inviting pupils to give their opinion on the type of headed paper that should be used for an upcoming project. The pupils set up their tables and activated their knowledge of tallies to elicit feedback. At the end of the session the pupils fed back on which headed note paper was the most popular, peer to peer feedback is powerful AfL tool (Black and Wiliam 1998). Although this was a task for two children only, all pupils were included in the consultation. The opportunity for embedded numeracy here was great. The pupils who had set up the small office wrote a short report, they had to present their findings both numerically and in word. This context was organic and could easily be transferred to life outside the classroom (The task was differentiated to appeal to all learning levels of the pupils. The pupils who had not taken part in the office, designed their own tally charts and were given the opportunity to move freely between two classes gathering data.

Beforehand, inferences were made as to what the most / least popular choice would be, and the pupils then gathered the data and tested their hypothesis. This was planned for in the lesson and it went perfectly to task. It supported the development of oral literacy, numeric and written literacy. Given an opportunity to reflect on this lesson and in consultation with the tutor, a target was set to think about strengthening professional knowledge around embedding xc in other parts of the curriculum. Previously, as mentioned in this essay, it was felt that, due to the apparent prescriptiveness of the curriculum in certain areas that a deviation from this would not be looked on favourably. However, reflecting on the success of planning during 'Global Dimensions' week, it was clear that there is space within the current curriculum to maximise opportunities for stronger xc activities. The ease of which lay in creative planning and development.

As a PTE1 experience much of the lessons learnt regarding xc were garnered through an objective interrogation of lesson planning and curriculum demands. They were not insurmountable as first thought and reflection, consultation with professional support and consequence 'trialling' of lessons certainly yielded better and more exciting outcomes for the pupils. Also, in regards to Donaldson's (Successful Futures, 2015 : 40) if more attention is paid to the genuine development of xc themes, then the pupils will have more opportunities to develop skills in these areas. This also aligns itself with Estyn's skills based curriculum.

Carl Rogers (1950) published articles which related to a relationship between a client and a therapist, he discussed the person-centred approach as something which is inherently important if you are to navigate through life, draw on personal experiences and develop, personally. As school is a microcosm of life then it seems appropriate, then, to discuss this theory and its immediate relation to education.

Constructivists, such as Vygotsky and Piaget would also agree that 'activating prior knowledge' and building on it would provide most pupils with confidence, you start from knowledge base which they are familiar with and then build on that knowledge base scaffolding and supporting them to develop ideas, even take their own educational direction. The Illustrative Example 1 is an example of such. The pupils were heavily involved in recycling projects, theological mini studies and UNCRF. In respect of 'Humanist' John Holt (2009), the pupils, exercising their rights of self-autonomy, under the watchful eye of a trainee teacher, decided that they wanted to make a display to show what they had learnt about recycling, the impact on the environment and people. They completed an art project, titled, 'good world, bad world'. All the ideas were elicited, written down and given a structure. The pupils were under the illusion that the structure was something which they had proposed and mostly, it was. However, through careful questioning, recapitalisation of ideas, the pupils were led to the design of a project that met their needs and that of the school. During this project the pupils were enjoying themselves, there was a lot of incidental conversation, inferences about whether it would be best to live on the good planet or the bad planet and if all the plastic in the world was collected on one day would it fill Cardiff's Millennium Stadium. In this heightened sense, the pupils, were free of convention, constraints of heavy teacher input. They were intrinsically motivated to achieve their self-goals (Hattie, 2012, 48). During the session, there were some pupils who appeared to be lacking in motivation for the task, they started strong, then their interest waned. For these pupils, an extension task was set, illustrated in the example 1. They had

to design a poster outlining what they could do to help the planet. Maslow's 'Hierarchy of Needs' outlines that which motivates an individual will be the key to their success.

The UNCRC Article 31, outlines the child's right to 'leisure, play and culture'. This is congruent with Welsh Assembly Government 'Foundation Phase Framework' and the play-based curriculum. Certainly, when thinking of new ways to motivate pupils to learn, to consistently build on prior knowledge both with and without teacher intervention, physical activities must be part of enhanced provision. Irrespective of the potential new knowledge learnt, the additional benefits of fine motor development, construction and de-construction, problem solving are all skills, the development of which, will also have far reaching impacts of self-esteem, confidence and the ability to approach a task with a growth mindset (Dweck 2012).

In Illustrative Example 2, two boys were undertaking a physical construction task in enhanced provision. The task was to create a model connect to an article from the UNCRC, based on a descriptor given. In discussion, they were asked why they were building an aeroplane and they said that it was to bring '?' family home from Syria. Looking here at Vygotsky, 'Zone of Proximal Development' (1978) with minimal intervention and a couple of well posed questions, the boys went from what they knew, to learning something else. With minimal intervention, they became reanimated and continued to develop their ideas. The concept of on-going formative assessment here, meant that the boys deepened their knowledge of UNCRC. The Humanist, Viel Vuegelers (Education and Humanism, 2011 : 1) believes that "education is the moral enterprise which shapes human development". The role of the primary teacher appears to have moved away from the nurturing of children's emotional intelligence (Daniel Goleman, 1996). One must consider whether an increased focus and pressure on teacher to push pupils to reach educational targets is at the expense of their moral development. Donaldson's (2015) curriculum seems to readdress this balance, is it now possible for strong educational achievement and the nurturing of a child's emotionally literacy to coexist? The Illustrative Example 2 shows two pupils, newly acquainted with UNCRC designing aircraft to bring the family of a refugee peer to the UK. If ever there was an example of a strong moral activity with empathy and compassion at its core, this was it.

To be a self-reflective practitioner, is integral to teaching, now is the best time to benchmark current practice and aspire to support and guide pupils to reach their own personal best. Humanist theorist believe that pupils need to take full educational control, constructivist believe that pupils need to make sense of their reality, redefine it and build on. A blended approach to teaching means that all areas are covered, one does not need to exist in isolation of the other. Improving the implementation of each pedagogical principle will secure better outcomes for my learners. During PTE1 practice, many mistakes were made, from taking a singular approach to planning for specific subject content to over-planning for all lessons. There was an over-reliance on utilising lots of AfL strategies, rather than selecting those which best suited the task. I am going to practise a small number of strategies and ensure that I use these well. In terms of professional development, moving in to PTE2 I will pay close attention to how modelling is utilised by other professionals, as this ensures a very strong start to a lesson and could directly impact on the pupils ability to undertake the task. Initially, I discarded the ALL / MOST / SOME form of planning for success criteria but in retrospect, I believe that if I plan for the strongest pupils, I could scaffold learning for those less strong pupils and in doing so, raise aspiration. PTE1 saw my first introduction to 'Dual Coding' (Paivio, 1986), this is an area of interest for me and something which I would like to undertake further research in. An area which was very undeveloped in my practice was that of digital competence, much of it was covered on a basic level. As one of the key areas of xc responsibility for teachers (Successful Futures, 2015), I understand the need to develop my knowledge of using IT within an educational setting. Currently, within the classroom, the pupils are consumers of IT rather than the architects of it. Supporting children to understand how IT can enrich their learning and prepare them for life outside the classroom (Donaldson, 2015).

Reflecting on practice, implementing new changes and designing new lessons will be something which will be life long, cultural. Donald Schon (1983) 'reflection in-action, reflection on action' has been the biggest inspiration, it demystifies the process of reflection and makes it accessible, day to day.

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