

Overview

Friday, January 3, 2020 4:01 PM

Name: Alexander Huw Deighton

Student number: P149462

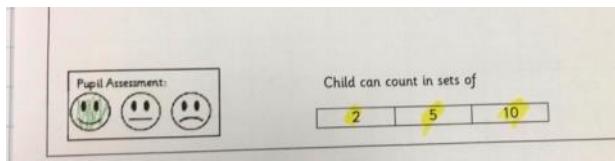
Pathway: Primary PGCE

Link to OneNote Notebook: https://uowtsd-my.sharepoint.com/:o:/g/personal/adeighton_149462_student_uwtsd_ac_uk/EIEB1uRMDDVfK9cFvCV88LOBHIM6MHxmFP7jgxl18o_8yA?e=phclfP

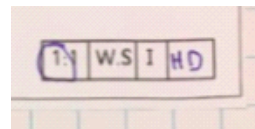
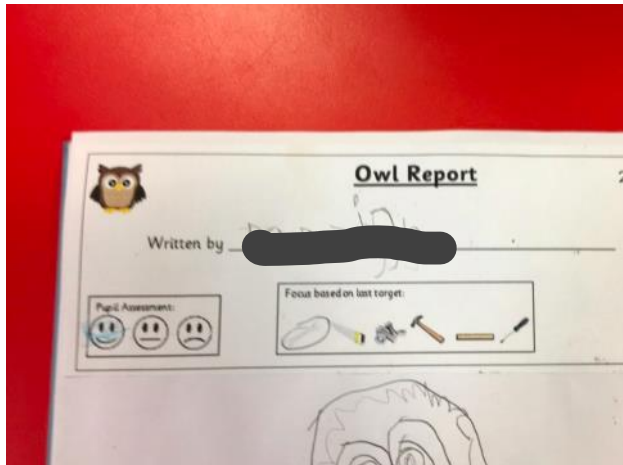
	Target	What have I done in this assignment?
Target 1	Make more effective use of a wider range of literature to support my writing	During this assignment I have engaged in a wider range of literature including government documents. I have also ensured all points made have literature to back them up.
Target 2	Engage with a variety of recommendations supported with literature	Throughout this assignment I have assessed personal progress setting targets to improve my practice. A recommendations paragraph has also been included which is backed up by literature.

Illustrative Example 1 - Self-Assessment

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- An activity regarding shapes will also be provided to be completed 1-1 with staff.
- to self-assess work by colouring in a sad face, middle face or happy face.



This example illustrates how self-assessment is implemented as a method of assessment for learning within the classroom. This method of self-assessment is used in the reception/ year one classroom. Although this example is from a literacy lesson, this self-assessment technique is used across the curriculum and throughout the school.

Self-assessment is a key method of assessment for learning which is heavily emphasised throughout the curriculum beginning in reception. Self-assessment enables students to signal how difficult they found a specific piece of work. This works very effectively as a signal to the teaching staff of how the child is coping with their specific differentiated work.

I consider this to be a very effective method of learning first-hand if students are working at the correct level and creating an acceptable challenge for each individual learner. I used this throughout PTE1 and all students fully engaged with this self-assessment method. This will most likely have been due to the simplicity of this method. However, it often appeared that learners would not consider which face they wished to colour in and instead coloured the smiley face when it was obvious that they had struggled with the learning. I also experienced learners colouring all faces. This may have been done as a method of pleasing teaching staff or due to the fact that they did not understand what was expected of them. To overcome this occurring again, a refresh of the self-assessment process could be completed with the whole class. This would involve the teacher addressing the circumstances in which each face should be coloured i.e. the smiley face only being coloured if students had not found the task particularly difficult and had required little assistance.

As well as completing self-assessment the teaching staff also have the opportunity to note whether the work was completed independently, with support or with direct 1-1 support. This corresponds with the self-assessment as teaching staff can gather whether students work more effectively independently or require additional support to complete tasks.

Illustrative Example 2 - Questioning - Think Pair Share

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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)	- Students will enter the room and complete morning jobs for 15 minutes. - Students will be called to the carpet - an activity involving the date and weather in Welsh will take place on the board. (AFL, APK). - The topic of Shapes will be introduced to the students via powerpoint. (APK) - Students will be assigned pairs. - Pairs will be given a 'feely bag.' This will contain a variety of shapes. - Students will feel a shape and describe this to their partner using jargon including number of sides, corners, edges etc.	- Pupils will be questioned regarding their knowledge of shapes. - Pupils will take part in an activity involving the 'feely bag.' This will involve describing different shapes to their partners.	- Powerpoint - Shapes - Bag

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	- The partners will then have to guess the shape being described. (TPS, AFL) - This could be done as a whole class/ half class activity or in pairs.		
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This illustrative example identifies how questioning can be implemented as a method of assessment for learning within the classroom. This method of self-assessment was used in the reception/ year one classroom.

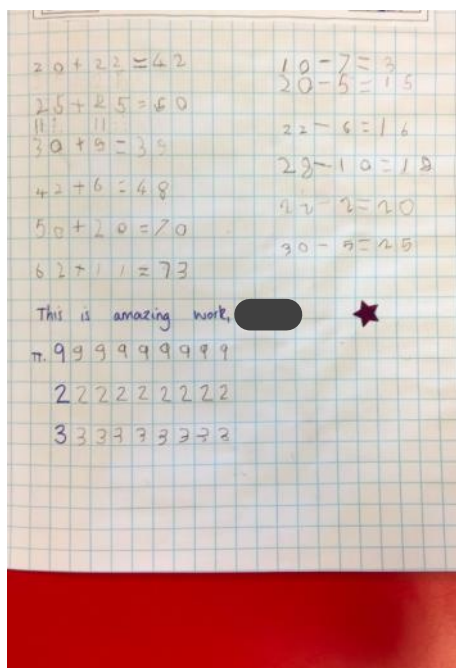
This technique has been experimented throughout numerous areas of the curriculum. The above example illustrates the think, pair, share method of questioning being implemented within a maths lesson. During this lesson a randomly chosen student was tasked with feeling an unknown shape and describing this shape to their classmates. The student was instructed to use shape related jargon to describe this shape e.g. edges, sides, corners and 2D/3D. Students were then instructed to discuss with their partner which shape this may be. When discussion had finished, specific pairs were asked to share their answer and justify this. This method was chosen due to the fact that it allows students to share knowledge with each other. Pairs were specifically matched by teaching staff. Therefore lower ability learners were matched with higher ability and reception learners were matched with year one learners. This allowed students of lower ability and age to benefit from students with a more in depth knowledge of the topic of shapes.

I was very impressed with how effective the implementation of this method of questioning was. Lower ability and younger learners were able to gain knowledge and shape related jargon from their partners and therefore gained a greater understanding of the topic. This knowledge became even more apparent when working on shape related work sheets with learners. Specific lower ability learners were identifying 2D and some 3D shapes which had not been understood at the beginning of the lesson. It therefore became apparent that this knowledge had been acquired from their partners during the think, pair, share activity. Due to the perceived effectiveness of this technique it was implemented throughout numerous future lessons across the curriculum.

The think, pair, share approach was specifically chosen due to the wide range of ability within the class. Lesson introductions are whole class activities within which numerous students may lack understanding of specific topics e.g. shapes. It therefore became obvious that students would benefit from learning from each other and working together to acquire knowledge. This method proved to be so successful that I would not currently adapt this in any way. As learners become more able and ages increase this could be adapted so that learners can have small group discussions to collaborate and contrast ideas. However, if this was implemented within this reception class this may not have worked. It is also important to note that this strategy is difficult to gain feedback from all students.

Illustrative Example 3 - Feedback - Tiny Task

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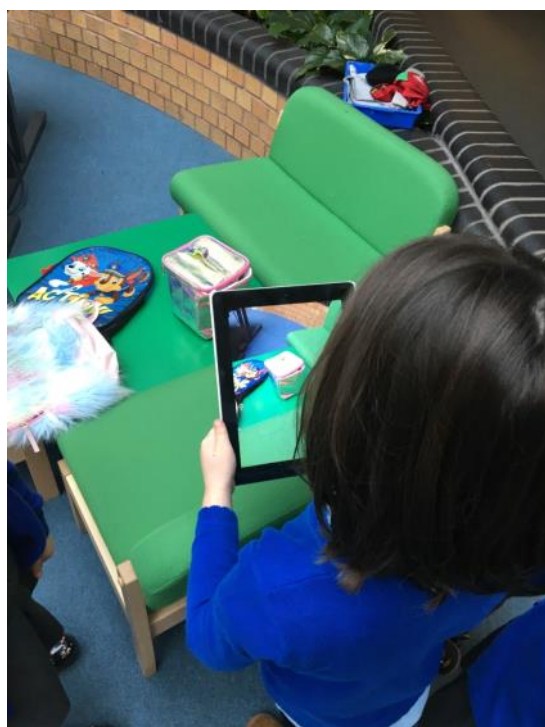
This illustrative example identifies how feedback can be implemented as a method of assessment for learning within the classroom. This method of self-assessment was used in the reception/ year one classroom. This example identifies how feedback (tiny task) is implemented within the classroom. This feedback is from a practical maths activity involving throwing beanbags to create sums to complete in learners books.

Feedback is a very important aspect of assessment for learning as it indicates students' progress and creates a new challenge for students. This example identifies how student X has completed a range of addition and subtraction questions. This has been marked with positive feedback. A tiny task has then been set for the student. In this case the tiny task involves formation of numbers 9, 2 and 3. The tiny task will focus on aspects of students work which would benefit from improvement. Common examples include number formation and additional questions e.g. additional calculations. By completing this tiny task the student is working on their number formation which can then be replicated in future tasks.

The focus on feedback is crucial within the foundation phase as it praises students for the completed work but also sets tasks which will benefit their future work. Potential problems with the implementation of this method within the foundation phase include children's reading ability. Certain students may struggle when reading feedback. In future verbal feedback may be more appropriate before undertaking a tiny task in students books. This method of feedback is implemented across the curriculum. Tiny task examples could include spelling/ letter formation at the end of a literacy task.

Illustrative Example 1 - DCF

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Teaching & Core Learning	- Students (in groups of 5/6) will take part in a learning walk. - During in the learning walk students will take photos of examples of different 2D and 3D shapes. (Real life context). - These shapes can then be categorised on Seesaw when learners have returned to class. - An activity regarding shapes will also be provided to be completed 1-1 with staff. - to self-assess work by colouring in a sad face, middle face or happy face.	- Students will take place in a learning walk around the school. - Students not involved in the learning walk will engage in 1-1 tasks involving shapes.	Students must walk in a safe manor around the school
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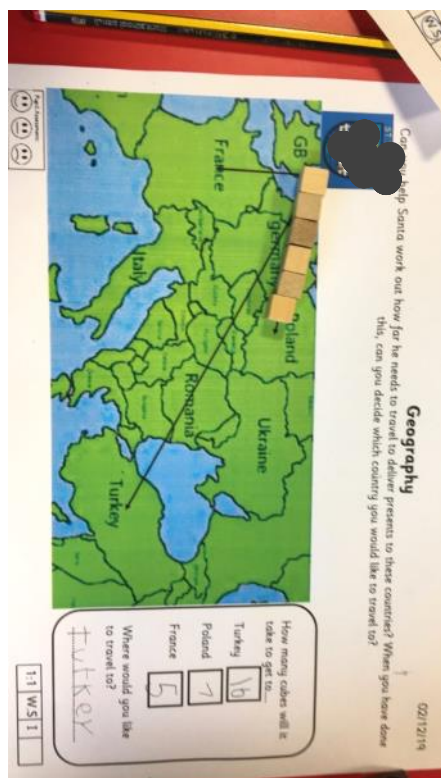
The above illustrative examples show how the Digital Competence Framework is implemented as a cross-curricular responsibility in the Foundation Phase curriculum. Both lessons involved students in a reception, year one mixed class. The image depicts a shape hunt in which students were tasked with exploring the school and locating different 2D and 3D shapes. Students photographed different shapes they had spotted on iPads and uploaded them to Seesaw. When students had returned to the classroom they were able to categorise the shapes they had photographed by properties on the seesaw app. Although the main lesson focus was maths a vast number of digital competence skills appeared within this lesson.

The cross-curricular DCF theme was selected in this lesson as it gave learners the opportunity to work first hand with technology for a variety of purposes. It also gave students the opportunity to lead their own learning and categorise shapes by a variety of criteria.

Throughout the lesson students all appeared capable and engaged with using the technology provided. Allowing learners to lead the learning gave students a sense of ownership and pride over the work they were creating and the shapes they were photographing. A potential next step from this lesson could be experimentation with different software allowing students to present their findings in different ways e.g. graphs.

Illustrative Example 2 - Numeracy

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Student-teacher	Alexander Huw Deighton	Class:	Rec/Yr 1
AoLE or Subject	Geography	Date:	
Lesson Focus:	Christmas around the world		
Meaningful links to Curriculum	FPF – KUW - Use and make simple maps, to find where places are and how places relate to other places, • learn about where their locality is 2022 Curriculum – Humanities – Progression step 1 - I have shown curiosity about the world around me, I can begin to record my observations in simple ways and communicate my findings.		
Meaningful links to: Cross Curricular Responsibilities	FPF - Numeracy – sort and classify objects using one, or more (Yr 1) criterion. Record collections using marks, numbers or pictures. Collect information by voting or sorting and represent it in pictures, objects or drawings. 2022 Curriculum – Maths and Numeracy – Progression step 1 - I can present data using non-digital and digital methods. I have created simple charts and graphs and I have talked about what they mean. I have investigated and collected data found in my environment. I can record data, giving meaning to marks which represent number and where each quantity corresponds to something in the real world, keeping simple records which include tallying and pictograms. FPF – Numeracy – The ability to use standard and non-standard units to measure length. 2022 Curriculum – Maths and Numeracy – I can make estimates and check them using measurements. 2022 Curriculum – LLC – Progression step 1 - Predict what is going to happen from spoken cues.		

These examples depict a geography lesson with a cross-curricular maths theme. This lesson was conducted with a reception, year one mixed class. The focus of the lesson was location of specific countries around the world. Students were tasked with helping Santa work out how far he needed to travel to different countries to deliver presents. Students had to measure distance between the UK and three specific countries using non-standard measurements (blocks) to work out the distance. Students were then tasked with writing which country they wished to travel to. The work was differentiated. Higher ability learners used Deines cubes, middle ability used multilink cubes and lower ability learners used large 2D squares. This allowed for an acceptable challenge for all learners. Following this students were tasked with voting on different countries to travel to and creating a graph to display this (whole class).

This activity was specifically chosen as measurement in standard and non-standard form appears within the Foundation Phase curriculum. Students had not yet begun studying this. Therefore, this lesson gave them a small insight into the concept of non-standard measurement. The choice of a Christmas theme aimed to give the task more of an authentic context and make it more enjoyable and engaging for the learners. The task also involved other aspects of mathematics such as number formation and literacy aspects such as letter formation and spelling.

This lesson appeared to work very effectively. The differentiation gave each learner an appropriate challenge. The task also gave learners an opportunity to work on number and letter formation. The Christmas theme, as expected, engaged learners and gave the task a context. An appropriate follow up lesson could include students choosing their own countries to travel to and measuring this distance in standard units.

Illustrative Example 3 - Literacy

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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1



Student-teacher	Alexander Huw Deighton	Class:	Rec/Yr 1
AoLE or Subject	Geography	Date:	
Lesson Focus:	Christmas around the world		
Meaningful links to Curriculum	FPF – Font Colour and make simple maps, to find where places are and how places relate to other places, • learn about where their locality is 2022 Curriculum – Humanities – Progression step 1 - I have shown curiosity about the world around me, I can begin to record my observations in simple ways and communicate my findings.		
Meaningful links to: Cross Curricular Responsibilities	FPF - Literacy - Oracy – Speak audibly, conveying meaning to listeners beyond their friendship group. 2022 curriculum – LLC – I have developed an awareness of the different languages within my school and community including Welsh, English and, where applicable, home/ community languages. DCF – Producing – creating – Select appropriate software to complete given tasks in order to use text, image, sound, animation and video.		

- The task will be introduced: “Santa is delivering presents to different countries and needs learn how to say Happy Christmas in the local language.”
- Students will then be tasked with creating a video on an Ipad involving a green screen.
- This will be completed 1-1 with teaching staff.
- Videos will involve children orally expressing Happy Christmas in thier chosen language.
- Green screen backgrounds will be an iconic backdrop from the chosen country.

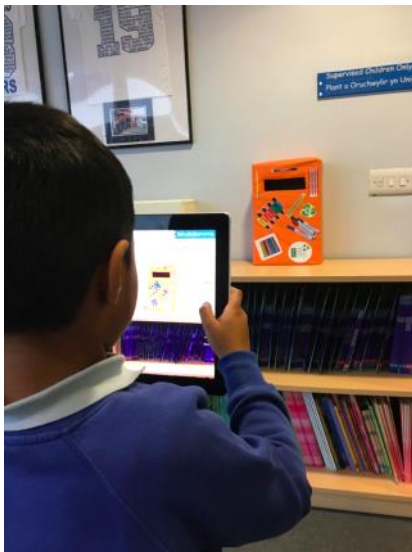
This illustrative example displays a Geography lesson completed with a reception year one mixed class. The focus of the lesson was Christmas traditions around the world. The introduction to the lesson involved discussing different Christmas traditions around the world. Students had the opportunity to discuss any specific Christmas traditions they take part in with their families. We then discussed how the phrase "Happy Christmas" could be said in different languages around the world. The main task of the lesson involved learners choosing a language to say Happy Christmas in and filming this in front of a green screen. An appropriate backdrop could then be added at a later time. This geography lesson had strong cross-curricular links to the oracy strand of literacy in the Foundation Phase Framework.

This specific lesson was chosen as it works as a very effective tool to raise awareness of other cultures and religions and their traditions and celebrations. It allowed students a first-hand insight into their fellow classmates cultures and allowed students to express personal traditions if they wished to. A festive theme was chosen as a way of engaging learners. Christmas is often a very exciting theme for learners and is something which is enjoyable and engaging.

The idea of using a green screen and filming learners individually did not work as effectively as planned. Many learners appeared very nervous or did not wish to take part in the activity. It therefore must be considered that this activity could have been completed in pairs or small groups. The Christmas theme did work in engaging learners and gave the lesson a context. Learners appeared very enthusiastic in explaining their personal Christmas traditions to their peers. This gave their fellow classmates an idea of how traditions vary across cultures and different within the classroom.

Illustrative Example 1 – Learning Walk

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The examples shown took part in a mathematics lesson. This lesson was conducted with a reception, year one mixed class. The focus of the lesson was 2D and 3D shape recognition. The introduction to the lesson had involved discussing properties of different shapes using basic jargon such as sides and corners. Students then took part in a learning walk. The learning walk involved walking around the school in small groups of around five attempting to locate different 2D and 3D shapes. When shapes had been spotted students were tasked with photographing them on an iPad and uploading them to Seesaw. When returning to class students had the opportunity to categorise shapes they had spotted relating to their properties.

This activity was chosen due to the fact that it gave students a real life authentic context, making them aware that shapes are all around us. It allowed for a new approach to the teaching of shapes. Rather than simply being told by the teacher which shapes can be seen around the school, students had the opportunity to go out and locate shapes themselves. This lesson also had strong cross-curricular links to the DCF with students photographing and categorising images on iPads. This lesson was very much student led, this appeared to engage the students as they were now in control of their own learning, choosing where to go and which shapes to look for.



This activity worked extremely effectively. Most students were able to locate numerous 2D shapes and some 3D shapes located around the school. This also worked as a very effective assessment for learning technique as teaching staff were able to assess which students had understood properties of different shapes and which students needed more assistance. I ensured groups were differentiated in ability. By doing this students of higher ability were able to assist students of lower ability. This worked very effectively. If this lesson was to take place again, potential improvements could include; larger groups of students, more freedom and a larger area for the shape hunt in (e.g. whole school grounds).

Illustrative Example 2 – Science Experiment (melting)

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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)	- Students will enter the room and complete morning jobs for 15 minutes. - Students will be called to the carpet - an activity involving the date and weather in Welsh will take place on the board. (AFL, APK) - The terms of melting and freezing will be introduced to the children. Children will be asked what they think of these terms – what associations do they make with these words e.g. freezing and cold. (AFL, APK) - Teacher will give a basic explanation of the definitions of freezing and melting. - Children will have the opportunity to hold an ice cube. As this melts in	- Pupils will be questioned regarding their knowledge of freezing and melting. - Students will hold an ice cube to get a practical idea of how the process of melting occurs with heat.	- Powerpoint - Ice cubes



	their hands they will be able to explain what is happening using the terminology previously discussed.		
Teaching & Core Learning	- Children will be sat in a circle on the floor. - An object will be placed in front of them which will be frozen in a large container. - Students will be tasked with melting the ice to retrieve the item. - Students will be provided with a number of resources to attempt to melt the ice. Resources will include warm water, cotton wool, kitchen towel etc. - A work sheet will also be available. The work sheet will involve an arranging activity – children will categorise items that do melt and items that do not melt.	- Students will take part in practical activity involving meltin ice. - Students will also have the opportunity to engage in a categorising exercise involving items that do melt and do not melt.	- Work sheet - Large container - Large item (To be frozen) - Cotton wool - Warm water - Kitchen towel - Warm air source?

The examples shown illustrate a science lesson. This lesson was conducted with a reception, year one mixed class. The focus of the lesson was freezing and melting. The introduction to the lesson had involved establishing definitions of the terms freezing and melting. The link between heat and melting was emphasised. Students then had the opportunity to hold an ice cube in their hand and experience how the heat of their hand caused the ice to melt. This reinforced the idea of heat melting ice which had been previously discussed. The main section of the lesson took place as a whole class activity. Students were sat in a circle and a large block of ice was placed in the centre. Inside the block of ice was a birthday cake (relating to topic of celebrations). Students were assigned a range of items such as; cotton wool, cold water, warm water and paper and were tasked with melting the ice to retrieve the item. The majority of students immediately associated the warm water with being able to melt the ice.

This activity was chosen as it allowed students to experience how heat melts ice through a real life, authentic context. All students took part and experienced how to process of melting occurs. Students engaged very well with this practical, authentic activity. This activity was also chosen due to its strong cross-curricular links with the oracy strand of literacy in the Foundation Phase Framework as learners were constantly describing what they were seeing and why this was happening. This activity gave a new authentic change to the idea of direct teaching.

This lesson did prove a success as all students had practically experienced how the process of melting occurs. However, if this lesson were to be repeated with a different class I would ensure groups were smaller e.g. groups of 5/10. This is due to the fact that not all students could see what was going on at all times and not all students were able to experiment with items of their choice. Although the whole class method did not work as desired, all students still showed knowledge of the theme of melting in a follow up work sheet and were able to share knowledge with their fellow learners.

Illustrative Example 3 – Numeracy (Money)

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3:18 PM



The example shown illustrates a maths lesson. This lesson was conducted with a reception, year one mixed class. The focus of the lesson was addition. The lesson introduction was a whole class input which involved learners completing addition and subtraction questions together. The main aspect of the lesson involved students choosing items they wished to purchase from shop. Learners were then provided with a range of coins and had to equate coins to the value of the chosen item. Values were differentiated by ability. For example lower ability students were buying items totalling no more than seven pence and only used one pence coins, middle and higher ability were using two and five pence coins and were able to buy more expensive items.

This approach to addition was chosen as it gives an authentic context to addition which proves more engaging for learners. Buying items they like from a shop makes the learning more enjoyable and relatable for learners. The use of money within mathematics is also a key transferable skill. The ability to use money to buy items is crucial within life and this allows young learners to begin to get to grips with this concept.

This approach to addition appeared to work very effectively for the learners. All learners appeared very engaged in the task and appeared to enjoy using money as a method of addition. This concept is also very easily differentiated and therefore a suitable challenge can be created for each individual learner. An appropriate next step from this lesson would be to introduce new coins and larger values for students to work with. A role play area could also be created in which students set up a shop and buy items in this way. This would have very strong links to the creative arts strand of the Foundation Phase curriculum. .

Critical Reflection

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Critical Reflection

This primary aim of this assignment is to critically reflect upon my personal implementation of three of Donaldson's twelve pedagogical principles detailed in *Successful Futures* (2015). The three chosen pedagogical principles are assessment for learning, cross-curricular themes (literacy, numeracy and DCF) and the use of authentic contexts within learning. The illustrative examples regarding the implementation of the three pedagogical principles were implemented in a reception/year one mixed class in School X. The class consisted of twenty-three pupils. Three students in the class had suspected ALN related to behaviour. One student had been statemented. School X is an English medium-sized school which had four-hundred and eleven students enrolled in 2018 according to My Local School authors (2018). Free school meal statistics in 2018 were reported to be 24.5%. This figure appears slightly lower than neighbouring schools in the surrounding area. Estyn authors (2014) state 16% of pupils have additional learning needs. Very few of these students however are statemented. Students teacher ratios in 2018 were reportedly 22.9/1 (My Local School authors 2018) which appears very similar to neighbouring schools.

Assessment for Learning (AFL) is one of Donaldson's twelve pedagogical principles. Donaldson (2015) states in order to achieve effective learning, teachers should implement AFL techniques and principles. Assessment for Learning is based on the principle of assessing where a learner is currently, working out where they need to be and formulating a plan enabling them to get there reports Wallace (2009). This is achieved through formative assessment. Ahmedi (2019) describes formative assessment as a method of assessment which takes place during the learning process. This allows for an instant insight into a student's understanding of a specific topic. Depending on understanding, learning can be adapted to meet the needs of the learner. Assessment for learning is detailed in 'Working Inside the Black Box'. Black, Harrison, Lee, Marshall and William (1998) report AFL consists of four key themes. These are: questioning, feedback, peer and self-assessment and sharing criteria. The illustrative examples above detail how questioning, feedback and self-assessment were implemented within a foundation phase classroom environment.

The implementation of assessment for learning within the classroom environment has numerous benefits. The first of these benefits is proposed by Winarno et al (2019) who identify assessment for learning as a collaborative process which involves both teacher and learner and allows for modification throughout the learning process. Through processes such as self and peer-assessment learners are given ownership and responsibility of their learning (Winarno et al, 2019). This has a motivational effect on the learner and leads to a more effective learning process. Corroborative evidence is presented by DeLuca et al (2018) who report enhanced teaching practice and learner outcomes being a result of the implementation of assessment for learning throughout the curriculum.

Although there are clearly many benefits associated with AFL, its effective implementation is essential. Ahmed, Ali and Shah (2019) report that, in order for effective learning to occur, high-quality formative feedback is crucial. Poor quality feedback will not aid effective learning. This point is reinforced by Donaldson (2015) who reports that meaningful feedback is a crucial aspect of assessment for learning and is vital to enable effective learning. As well as requiring effective, regular feedback, AFL is described as a 'Pedagogy of contingency.' (William, 2009). This suggests the process of assessment must be ongoing in order for it to have a beneficial effect on both teacher and learner.

Effective teaching and learning can be achieved in many ways. Cross-curricular learning is one approach to this. Cross-curricular learning allows students to acquire knowledge in one

context and apply this learning to a variety of contexts (Kukovec, 2014). This definition is expanded by McClune, Alexander and Jarman (2012) who portray cross-curricular learning as an established relationship between different AoLEs and subjects throughout the curriculum. The three core cross-curricular responsibilities are numeracy, literacy and digital competence (Donaldson, 2015). Donaldson recommends a natural embedding of these three key themes within the curriculum rather than their teaching being added on to lessons. Cross-curricular learning is based on a constructivist approach to education state Kelly and Stead (2013). Constructivist theory regards learning as a process whereby students make connections between experiences and new ideas. Cross-curricular teaching, by virtue of making deliberate links between subjects, leads to more effective learning.

Kerry (2010) says cross-curricular learning has a crucial role in primary education as a driver of effective learning and teaching. Cross-curricular learning enables coherence between AoLE and subject knowledge. This allows students to acquire knowledge associated with a range of subjects in one single lesson. Wilson (2009) defines cross-curricular learning as a stimulating and creative approach to teaching which equips students with a range of knowledge and skills. The three cross-curricular priorities have become a key aspect of curriculum reform. The Digital Competence Framework has recently been introduced into the three responsibilities (Welsh Assembly Government, 2018). This shows that Donaldson sees great benefit in the development of digital skills in learners. The implementation of the core responsibilities can often be executed with relative ease states Barnes (2018). An example provided involves my illustrative example of the embedding of numeracy within the geography curriculum. This indicates that cross-curricular responsibilities need not add large amounts of extra planning and preparation and can still have positive effects on the effective learning of students.

Although there is a current focus on the benefits of cross-curricular learning, there are issues associated with the planning process state Rowley and Cooper (2009). The cross-curricular approach is subject to the individual perceptions of the teacher and is therefore an inherently subjective process. Links may be weak and tenuous, offering limited beneficial effects to students and failing to promote effective learning or teaching. Barnes (2011) adds to this by reporting that cross-curricular teaching can often prove very ineffective due to overcomplication and loss of original focus. This suggests that if cross-curricular planning and teaching are not managed effectively it can actually have a detrimental effect on teaching and learning.

Donaldson (2015) states effective teaching can be achieved through the use of authentic contexts within learning. Authentic contexts for learning refer to a pedagogical approach with a core focus of real-life experience and opportunities related to learning (Estyn, 2019). This refers to the engagement of learners through providing real life application to AoLEs. Examples of the implementation of authentic contexts within the Foundation Phase curriculum can be seen in *illustrative examples*. Paddison and Mortimer (2016) strengthen this definition by associating authentic learning contexts with the real-life application of skills and knowledge learned within the classroom. The current importance of the application of authentic contexts within the curriculum is outlined in Successful Futures. Schools in Wales are being encouraged by the Welsh Government to collaborate with outside agencies to create authentic learning for students (Donaldson, 2015). This implies the theme of authentic learning contexts is crucial within modern education to enable effective learning.

The theory that authentic learning contexts have beneficial impacts on learning and teaching is supported by Tian, Murray and Crompton (2017). They report authentic learning contexts allow for real world application of problem solving and creative skills. This allows learners to experiment with theories and ideas they have learned in the classroom in a real-life context. An example of this (*see illustrative examples*) is the use of money in mathematics. The use of money and the ability to buy items from a shop gave the concept of addition real life application and context. This leads to a more effective learning process due to learners repeating theories and concepts which have been discussed in the classroom but with an authentic context. This point is reinforced by Uzzell (1999) who reports the majority of work completed in the classroom is not taught with authentic contexts and application and

therefore learners lack engagement and the learning process is not effective.

In order to define effective teaching and learning through authentic contexts we need to look into the why, what and how of our pedagogy (Beni, Ni Chroinin and Fletcher 2019). When planning, teachers should be able to state why they have made specific choices, what these choices are and how they will benefit the learner. A practical example being the use of money to aid addition in mathematics.

Although there is a wide range of literature supporting the positive effects of authentic learning contexts, there is also contrasting evidence. Limitations include geographical location and resources available to schools. There is a correlation between school resources and student achievement (Houtenville and Conway, 2008). This may be due to the lack of budget and resources not allowing teachers to conduct learning opportunities involving real life contexts. Although these results do suggest schools with lower budgets may not have the ability to implement effective authentic learning, it must be considered that the study also found teacher personality and effective practice had a huge impact on achievement and effective learning.

Personal Reflection

Pedagogical Principle: *Good teaching and learning means employing assessment for learning principles. (Donaldson, 2015)*

During the build-up to Professional Teaching Experience (PTE 1), the importance of assessment for learning was emphasised by university teaching staff. This is reinforced by Chng and Lund (2018) who refer to assessment for learning as a central aspect of modern-day education. The implementation of appropriate and effective assessment for learning strategies was something which proved difficult during the initial phase of PTE1. This was a result of not knowing the learners and what works most effectively for them. Gallard and Cartmell (2014) state in order for effective learning to take place we must first understand the nature and content of the learning and what works most effectively for the learner. The beginning of PTE1 was therefore an experimental phase in which many assessment for learning techniques were implemented and effectiveness was measured through pupil response.

Throughout PTE1, difficulty occurred providing valuable feedback which learners could engage with. This was largely because of the age of the learners. A large number of learners in the class showed low reading ability due to their age and therefore narrative feedback would not have been beneficial. Early feedback was therefore verbal and involved ticking and crossing work. This did not prove hugely effective as learners could not visually see how work could be improved. Feedback therefore needed to have a basic but effective structure. The importance of this is reinforced by Langer (2011) who reports well structured, effective feedback having a positive effect on the learning process. Illustrative example three identifies how feedback was adapted and presented in learners' books. The use of tiny tasks proved very effective as it allowed learners to see how work could be improved and also gave them the opportunity to practice this improvement. This is detailed in illustrative example three which shows how *student X* worked on number formation to enhance their learning.

Questioning is a key aspect of assessment for learning (Leong et al, 2018). In the early phase of PTE1 a range of questioning techniques were implemented. These included: direct questioning, hands up questioning, think pair share and secret squirrel. An immediate problem with approaches such as the hands up approach was the same learners raising their hands every time. This suggested the majority of the class potentially lacked understanding and were unable to demonstrate their learning. It became apparent that a questioning technique which enhanced learning for all students needed to be implemented.

Spendlove (2009) strengthens this theory by stating effective questioning involves encouraging participation of all learners. Think, pair, share therefore seemed an appropriate method of questioning. Illustrative example two details how this questioning method was implemented within the introduction phase of lessons. This approach allowed all learners to engage in questioning and pairs were formulated to allow higher attaining learners to work with lower attaining learners. This also promoted discussion within the classroom between pairs and the knowledge of all learners could be assessed. The effective nature of this technique became obvious when questioning occurred. Learners who would not normally contribute were contributing with strong, high quality answers.

Throughout PTE1 self and peer-assessment were very difficult to implement and learners failed to engage with a range of attempted approaches. The main reason for this was the age of learners and curriculum requirements. The implementation of an effective, beneficial self and peer-assessment, which learners understand proves very challenging in the Foundation Phase. The need for an effective self-assessment method has vast importance as often self-assessment will only reflect insecurities or overconfidence of learners, (Passi and Southgate, 2016). Illustrative example one identifies the self-assessment method implemented in the classroom. This worked very effectively due to its simplicity. The 1-1 learning with students also promoted honesty when self-assessing. This therefore acted as a valuable indicator of learner's knowledge and ability. The benefit of simple self-assessment is emphasised by Dominguez-Martinez and Swank (2009) who report overcomplicating self-assessment does not necessarily increase its beneficial results. This is particularly appropriate when working with younger learners.

Pedagogical Principle: Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them. (Donaldson, 2015)

In the initial phase of PTE1, lessons planned and taught had very weak cross-curricular links. Links included mentioning the availability of iPads during 'play' time. This was not acceptable implementation as cross-curricular learning is crucial in modern education. Progression was therefore made within my teaching practice to incorporate cross-curricular themes. The importance of cross-curricular learning is reinforced by Welsh Government (2019). They report cross-curricular learning is a vital contributor to a learner's future in the modern world. This prompted more creative lesson planning which involved the three key cross curricular themes embedded within the curriculum. The theme of embedding is discussed by Donaldson (2015) and refers to seamlessly weaving together AoLEs and subject matter (Svecova, 2004).

The importance of cross-curricular planning had been covered in great depth within the university. However, difficulty arose when planning cross-curricular lessons to teach. A recurring problem arose when attempting to give the original AoLE and the cross-curricular responsibility equal importance and relevance. This is bolstered by Savage's (2011) view which suggests an effective cross-curricular pedagogy is not simply a combination of diluted pedagogies. In order to resolve this issue, collaboration was sought with the class mentor. The class mentor shared ideas on how the cross-curricular responsibilities could be incorporated effectively into lessons in a way that maximises learner benefit. Curriculum documentation was also consulted which allowed for relevant subject knowledge to be embedded in lessons. Examples of embedded cross-curricular links include numeracy being embedded within a geography lesson. This can be seen in illustrative example two. The importance of collaboration is emphasised by Ogenchuck, Spurr and Bally (2014) who report collaborative teaching resulting in more creative and effective practice. Seeking help and working collaboratively is also highlighted in the mid-term report provided by the class mentor.

During the opening phase of PTE1, literacy was a cross-curricular responsibility which

proved difficult to incorporate meaningfully in the classroom. Weak links had previously been made but strong cross-curricular links to literacy were not embedded within teaching practice. This is reflected in a target constructed by myself and my class mentor which involved seeking collaboration to create strong cross-curricular links the literacy aspect of the Foundation Phase Framework. Target setting and reflection is crucial within education as it allows us to question the quality of our practice and identify ways in which this can be improved (Smith, 2014). Through the process of reflection potential improvements regarding cross-curricular learning were identified. The literacy aspect of the Foundation Phase Framework was consulted in order to create a pedagogy with literacy embedded as a cross-curricular responsibility. Illustrative example three identifies how the oracy stand of literacy was embedded within a geography lesson using both current and 2022 curriculum documents. This identified progression within planning and teaching. Although the oracy aspect of the literacy framework was implemented effectively, progression could be achieved through the implementation of the reading and writing strands.

Pedagogical Principle: Good teaching and learning creates authentic contexts for learning. (Donaldson, 2015)

A particular pedagogical principle which gained personal interest involved the use of authentic context within learning. During the opening phase of PTE1 different approaches to authentic learning were experimented with. The first of these can be seen in illustrative example two. This lesson took place as a whole class activity. Although learners appeared engaged, numerous issues arose due to the number of students taking part in the activity. Lee and Goh (2012) discuss a study undertaken involving learners aged five to six into the effective results of employing authentic contexts in the classroom. It was discovered that an effective group size was around fifteen with five teaching staff (1/3 staff to teacher ratio). This information strengthens the theory that authentic learning may not work effectively as a whole class approach with learners in the foundation phase. Progression within pedagogy could potentially be achieved through experimenting with different authentic contexts and a range of group sizes.

As PTE1 continued, alternative authentic contexts were implemented and adapted within my pedagogy. A lesson following the original 'melting ice' experiment is identified in illustrative example one. This lesson involved learners taking part in a learning walk around the school identifying 2D and 3D shapes. Learners took part in this activity in groups of five. Students were able to lead the learning and choose which shapes they wished to identify and where they wished to search. This approach to learning proved particularly effective. This was apparent due to the range of 2D and 3D shapes all learners were identifying. Allowing learners to lead the learning promotes the development of independence, teamwork skills and gives learners a sense of control (Iversen et al, 2015). The importance and relevance of this theory is also reflected in the pedagogy strand the QTS standards (Welsh Government, 2018). The success of this lesson is reflected in the lesson plan evaluation and conveys progress in the use of authentic context within my pedagogy.

Experimentation regarding authentic contexts has allowed progression in teaching and learning. This pedagogical principle was implemented relatively thoroughly throughout PTE1. This has allowed me to adapt an alternative approach to direct teaching which learners have engaged with fully. Learners' recall of knowledge during plenaries appeared far greater when authentic learning had occurred. Supporting literature is presented by (Fisher and Williams, 2012) who reports implementing and adapting a range of pedagogical approaches, including authentic learning, will benefit learners and keep learning engaging.



Recommendations and Conclusions

In order for progression to occur, new targets must be set based on previous reflection. This will occur through self-evaluation of our own success (Valdez et al, 2018). New recommendations and targets must be based upon judgements made throughout this

assignment. One target which could improve my pedagogy is the implementation of literacy, with a particular focus on reading and writing, as a cross-curricular responsibility. In order for literacy to be effectively integrated, lesson planning must ensure that each strand of the literacy framework is given equal importance (Grueber, Roberts, 2013). A second realistic target is taking more time getting to know learners, their individual needs and the content being taught. Correlating literature is presented by Hattie (2012) who reports that practitioners should obtain a deep understanding of students' knowledge and needs. Deeper knowledge could be achieved through more in-depth discussion with the class mentor prior to PTE and more thorough engagement with curriculum and planning documentation.

Overall, this assignment has detailed personal progression throughout PTE1 with reference to three specific pedagogical principles identified by Donaldson (2015). New targets/ recommendations have been set in order for pedagogy to improve and progress to be made throughout future practice. Throughout education, teachers are learners in their own right (Lotter and Miller, 2017). This indicates teaching is a learning process which is never ending; improvement and progression can always be made. All the principles discussed interrelate based upon the experimental nature of implementation. Specific strategies were not implemented perfectly first time. An experimental process occurred through the implementation of different strategies to assess which worked best for the learners. Experimentation with new teaching experiences gained through reflection is crucial to improve the learning process and opportunities (Kalantari, Kolahi, 2017).

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