



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

ECAD6008: Session 2

Pedagogy

08 Sep 2023



Activity	Time
Opening session on Pedagogy	09.00
Break	10.30
Understand Rosenshine and Donaldson	10.45
Explore the key principles for MFL	12.00
Lunch	13.00
Evaluate MFL GCSE Specs and examples	14.00
Break	15.00
Link to Professional Standards on Pedagogy	15.15

Starter

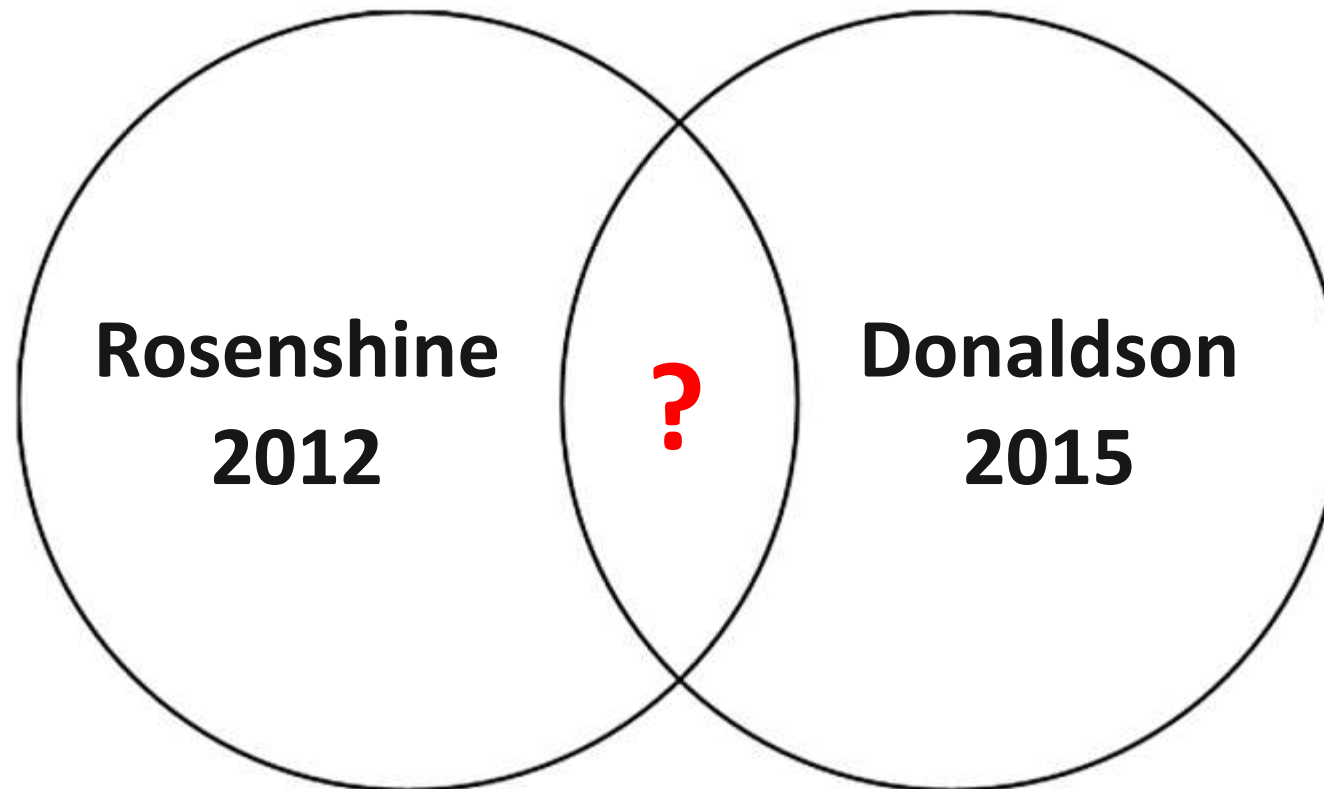
Quick Review

- What did you learn from yesterday?
- What did you learn from the opening session (12/17/10/4)?

learning means employing assessment for learning principles	learning ranges within and across Areas of Learning and Experience	learning regularly reinforces Cross- curriculum Responsibilities, including literacy, <u>numeracy</u> and digital competence, and provides opportunities to practise them	learning <u>encourages</u> children and young people to take increasing responsibility for their own learning	learning <u>supports</u> social and emotional development and positive relationships	learning <u>encourages</u> collaboration

The elements of good teaching include in various ways: subject and methodological expertise; sound classroom craft skills; an understanding of the social and psychological factors that influence learning; and the ability to excite and inspire children to want to learn and to be able to learn independently.

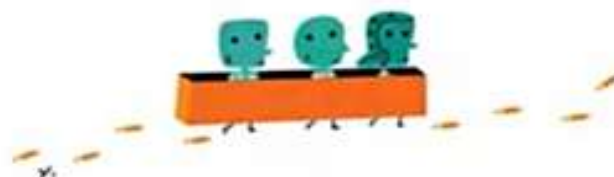
Task: compare and contrast



Principles into Practice

Tom Sherrington
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Research-Based Strategies That All Teachers Should Know



The Future of Transportation

This article presents 10 research-based principles of instruction, along with suggestions for classroom practice. These principles come from three sources: (a) research in cognitive science, (b) research on master teachers, and (c) research on cognitive supports. Each is briefly discussed below.

4 Research in cognitive science: This research focuses on how we learn, acquire and use information. This cognitive research also provides suggestions on how we might overcome the limits of our working memory (i.e., the limited 'space' in which thinking occurs) when learning new material.

Research on the classroom practices of master teachers has been limited. There are three teachers whose classrooms made the highest gains on achievement tests. In a series of studies, a wide range of teachers were observed as they taught, and the investigators looked for they perceived new material, how and whether they checked for student understanding, the types of support they provided to their students, and a number of other instructional activities. By also gathering student achievement data, researchers are now able to identify the ways in which the expert and less effective teachers differ.

C. Research on cognitive supports to help students learn complex tasks: The five instructional procedures—such as thinking aloud, providing students with scaffolds, and providing students with models—come from this research.

David Routledge is currently the professor of educational psychology in the Faculty of Education at the University of Illinois at Urbana-Champaign. A distinguished researcher, he has spent much of the past four decades identifying the hallmarks of effective teaching. He began his career as a high school history teacher in the Chicago public schools. His article is selected as a "classic" from *Handbook of Research on Effective Teaching*, edited and published by the International Academy of Education in 2010. His original report is available at www.eric.ed.gov. Routledge has authored *Psychological Foundations of Education* (2006).

Even though there are these very different bodies of research, there is no conflict at all between the instructional suggestions that come from each of these three sources. In other words, these three sources supplement and complement each other. The fact that the instructional ideas from these different sources supplement and complement each other goes as far as to confirm the validity of these findings.

Education involves helping a novice develop strong, readily accessible background knowledge. It is important that background knowledge be readily accessible, and this occurs when knowledge is well-learned and tied to other knowledge. The vast efforts of teachers ensured that their students efficiently acquired, organized, and connected background knowledge by providing a good deal of instructional support. They provided this support by teaching new material in recognizable scenarios, modeling, guiding student practice, helping students when they made errors, and providing the sufficient practice and review. Many of these teachers also were so confident, hands-on activities, teacher design did the experiential activities after, not before, the basic content was learned.

The following is a list of some of the instructional principles that have come from these three sources. These ideas will be described and discussed in this article:

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Ask a large number of questions and check the responses of all students.
- Provide models.
- Guide student practice.
- Check for student understanding.
- Obtain a high success rate.
- Provide models for difficult tasks.
- Repetitive and systematic independent practice.
- Reinforce students in weekly and monthly reviews.

Tom Sherrington

ROSENSHINE'S PRINCIPLES IN ACTION





High reliability: From 'best' to 'effective'



- Rosenshine's article may be the most useful thing ever published on teaching and learning. He suggests that **excellent teaching contains 10 key characteristics**.
- It takes **research from cognitive science** in how people learn, the cognitive supports that make this process easier and from looking at highly effective teachers in the classroom.

17 Principles of Effective Instruction

1. Begin a lesson with a short review
2. Present new material in small steps
3. Limit the amount of material students receive at one time
4. Give clear and detailed instructions and explanations
5. Ask a large number of questions and check for understanding
6. Provide a high level of active practice for all students
7. Guide students as they begin to practice
8. Think aloud and model steps
9. Provide models of worked out problems
10. Ask students to explain what they learned
11. Check the responses of all students
12. Provide systematic feedback and corrections
13. Use more time to provide explanations
14. Provide many examples
15. Re-teach material when necessary
16. Prepare students for independent practice
17. Monitor students when they begin independent practice.

[Read more.](#)

Professor Barak Rosenshine

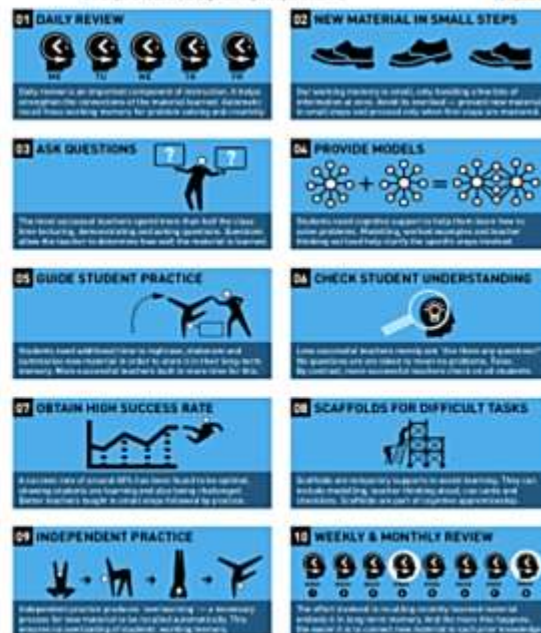
THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine et al. based on the principles of instruction and suggested classroom practices.

It is based on the research on the effectiveness of instruction and on the research on the classroom practices of those teachers whose students show the highest gains in learning more studies that taught learning strategies to students.

HOW



Retrieval practice

Generating answers to questions to practise recalling information.

Spacing

Revisiting material regularly.

Interleaving

Mixing up topics within a subject.

Cognitive Load Theory

Avoiding overloading students' working memory to aid transfer to long-term memory.

Growth mindset

The belief that one's skills, abilities and intelligence can be developed.

Metacognition

The ability to analyse your thinking and choose a helpful thought process.

Resilience & delayed gratification

The ability to overcome setbacks.

1. Daily review

2. Small steps

3. Ask questions

4. Provide models

5. Practise using new materials

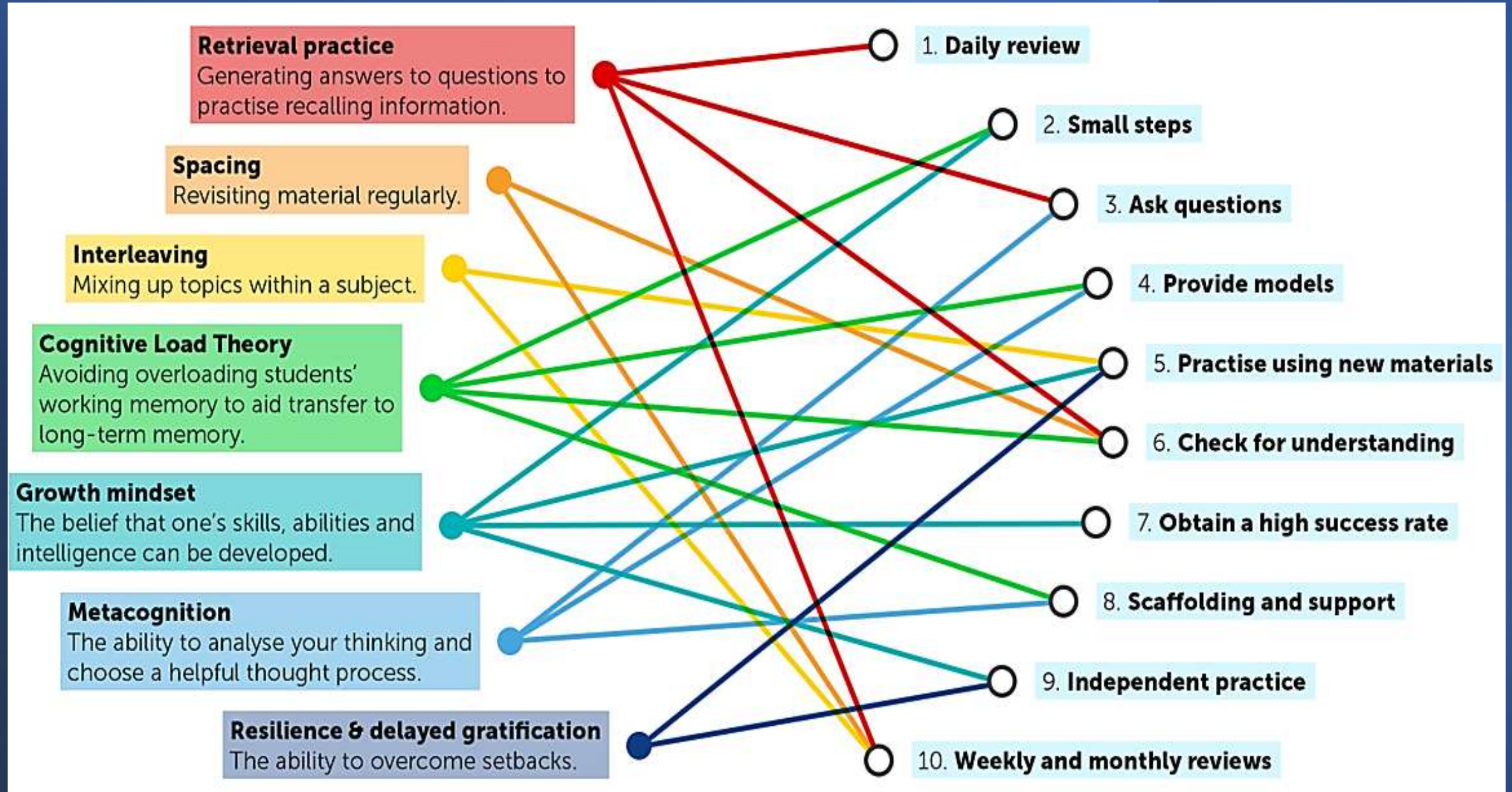
6. Check for understanding

7. Obtain a high success rate

8. Scaffolding and support

9. Independent practice

10. Weekly and monthly reviews



Note
down:

From Curriculum to Pedagogy

- What are your greatest hopes/goals in terms of teaching MFL?
- What are your biggest fears/worries?

Task: Taster design based on Rosenshine



Add a few slides to your introduction yesterday



E.g. Greetings (e.g. hello, goodbye, good morning/evening)



E.g. Basic opinions (e.g. I like/dislike/love/hate)



E.g. 6 new words (e.g. colours/numbers/family)

Curriculum map:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	FAIRYTALE FAMILY PROJECT • Introduction to languages • Cultural introduction to Germany/Spain • PHONICS • Greetings • Numbers 1-20 • Alphabet • Classroom language	FAIRYTALE FAMILY PROJECT • Family members • Personality • Physical description • Hobbies • Clothes • Christmas customs in Germany/Spain	THROUGH THE KEYHOLE PROJECT • House types • Rooms in the house • Description of a room • What you do in your room • Household chores	THROUGH THE KEYHOLE PROJECT • Describing Bracknell • Buildings in the town • What you can do in your town • Comparing your town with other towns • Opinions about your town • you did in your town last week	MY SCHOOL • My school • School subjects • School uniform • German/Spanish school system	CREATIVE WRITING PROJECT GERMAN - Gruffalo SPANISH - Hungry Caterpillar

Mock a 15 min Taster

How successful were you?

What made it successful?

Did you use any principles?

What did you find difficult?



What to consider next?

1. Review learning at the start. 

2. Present new material in small steps. 

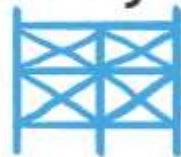
3. Ask lots of good questions. 

4. Provide models and worked examples. 

5. Practise using the new materials. 

6. Check for understanding. 

7. Obtain a high success rate. 

8. Provide scaffolding and support. 

9. Encourage independent practice. 

10. Weekly and monthly review. 

SPECIFICATION

Teaching from 2016
For award from 2018

Version 4 January 2022



Read the GCSE Spanish Spec:

What are the broad theme and sub-themes?

Three broad themes:



Identity and culture



Wales and the World



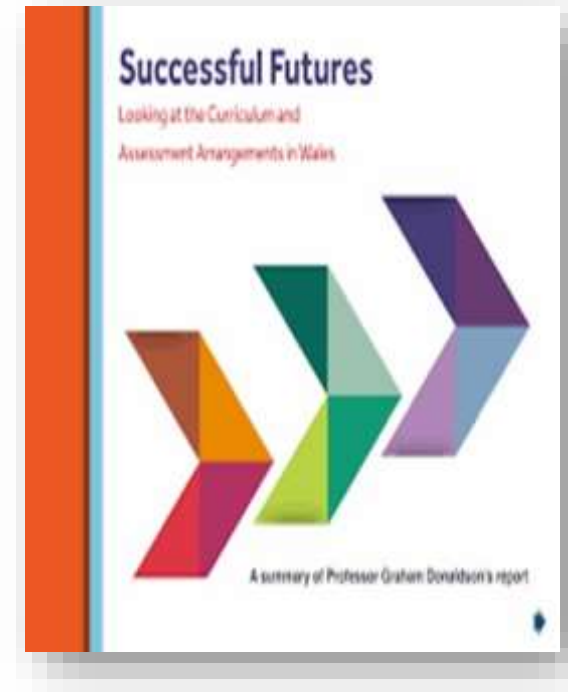
Current and future study
and employment



Identity and culture	Wales and the World - areas of interest	Current and future study and employment
Youth Culture • Self and relationships • Technology and social media Lifestyle • Health and fitness • Entertainment and leisure Customs and Traditions • Food and drink • Festivals and celebrations	Home and Locality • Local areas of interest • Travel and Transport The Wider World • Local and regional features and characteristics of Spain and Spanish speaking countries • Holidays and tourism Global Sustainability • Environment • Social issues	Current Study • School/college life • School/college studies Enterprise, Employability and Future Plans • Skills and personal qualities • Post-16 study • Career plans • Employment

Link back to Donaldson (2015)

Good teaching and learning means



Use one theme most relevant to your taster:

- How to upgrade the design based on each principle?



Good teaching and learning maintains a **consistent focus** on the overall purposes of the curriculum

Explanation

I think it means ...

Questions

I want to know ...

An example:

It looks like ...



Alignment with 4 purposes: The curriculum is designed with 4 specific goals in mind. Teachers must ensure that their teaching methods and instructional materials align with these aims.

Goal Orientation: Maintain a goal-oriented approach to daily teaching and learning. Encourages students to set **specific learning objectives** and work towards achieving them.

Clarity & consistency: Both teachers and students to **know what to expect**. It provides a **clear direction** for instruction and learning activities, reducing confusion and ambiguity.

Challenges all learners by encouraging them to recognise the importance of **sustained effort** in meeting **expectations** that are high but achievable

Explanation

I think it means ...

Questions

I want to know ...

An example:

It looks like ...





Set High Goals: Clearly define your expectations and objectives for each lesson or task. When students understand what is expected and know that the bar is set high, they are more likely to rise to the challenge.

Model Perseverance: Lead by example. Show your own commitment to learning and growth by demonstrating perseverance when faced with challenges.

Set Realistic Expectations: While it's important to set high expectations, it's equally crucial that these expectations are achievable with effort. Unrealistic goals can lead to frustration and demotivation.

Involve Students in Goal-Setting: Encourage students to set their own learning goals and track their progress. When students have ownership over their goals, they are more likely to invest effort.

Employs a blend of approaches including **direct teaching**

Explanation

I think it means ...

Questions

I want to know ...

An example:

It looks like ...





Efficiency: In certain situations, **direct teaching can be time-efficient**, ensuring that essential content is covered within the available class time. It allows the teacher to present information clearly and systematically.

Foundation Building: It helps build a strong foundation of essential knowledge and skills. Direct instruction can **establish the fundamental concepts and principles** that students need before exploring more advanced topics.

Misconceptions Correction: Teachers can address common misconceptions and errors by providing **immediate feedback and correction** during direct instruction.

Employs a blend of approaches including those that promote
problem solving, creative and critical thinking

Explanation

I think it means ...

Questions

I want to know ...

An example:

It looks like ...





Active Learning: Encouraging students to actively engage with discussions, group activities, **hands-on experiences**, and **interactive methods** promotes problem-solving and critical thinking skills.

Problem-Based Learning: PBL is a teaching method where students are presented with **real-world problems** and are encouraged to work collaboratively to **find solutions**. This approach fosters problem-solving skills and encourages creative thinking.

Diversity of Perspectives: Encouraging **diverse perspectives** and opinions in the classroom can stimulate critical thinking as students consider different viewpoints and engage in **constructive debates**.

Sets tasks and **selects resources** that build on previous knowledge and experience and **engage interest**

Explanation

I think it means ...

Questions

I want to know ...

An example:

It looks like ...





Build on Prior Knowledge (Schema): Learners come to the classroom with existing knowledge and experiences. Assess what students already know through pre-assessment or questioning.

Relate new information to old learning: Create a **scaffolded** learning environment where new information is introduced **progressively**, starting with what students know.

Incorporate interests: Use a variety of teaching methods and strategies to cater to different learning preferences. Create a **positive and inclusive** classroom with integrated **multimedia and interactive** elements.



Creates **authentic contexts** for learning



Explanation

I think it means ...

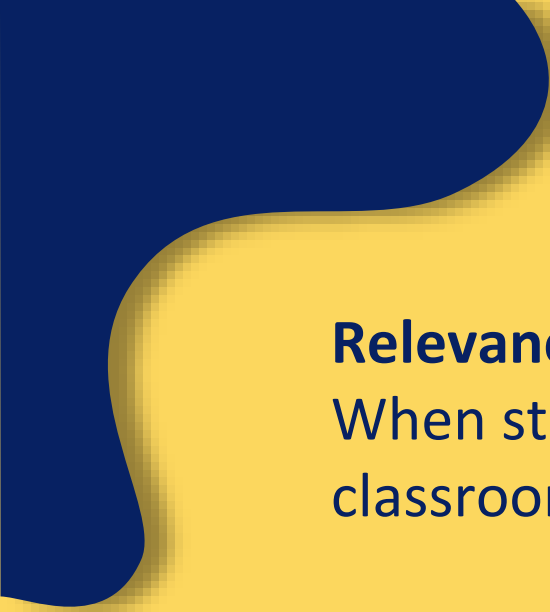
Questions

I want to know ...

An example:

It looks like ...





Relevance: Authentic contexts **make learning relevant** to students' lives. When students see how the knowledge and skills they acquire in the classroom can be **applied in real world**, they are more motivated.

Transfer of Learning: Authentic contexts helps students transfer what they've learned in one situation to another. When they encounter similar situations outside classroom, their **confidence** can be boosted.

Connection to Real-World Challenges: Many of the most pressing challenges today require **interdisciplinary solutions**. Authentic learning often involves collaboration across different subject areas, helping students to **develop holistically**.

Employs **assessment for learning** principles

Explanation

I think it means ...

Questions

I want to know ...

An example:

It looks like ...





Continuous Feedback: Teachers should provide **ongoing and constructive feedback** to students. Focus on specific aspects of their work, highlighting what they did well and where they can improve.

Student Involvement: Encourage students to be actively involved in the assessment process. They can **self-assess, peer-assess, and reflect** on their own learning. This promotes metacognition and ownership.

Learning Objectives: Effective teaching starts with **clear learning objectives**. They serve as a basis for assessment and help students stay on track with their learning.

Ranges **within and across Areas** of Learning and Experience



Explanation

I think it means ...

Questions

I want to know ...

An example:

It looks like ...





Interdisciplinary Learning: Encourage connections across different areas of learning can lead to a more holistic understanding of the world. Interdisciplinary projects and activities help students see the relevance and interconnectedness of various subjects.

Lifelong Learning: Encourage a love for learning that extends beyond the classroom. Help students develop the skills and motivation to continue learning independently throughout their lives.

Regularly reinforces **Cross-curriculum Responsibilities** and provides opportunities to practise them

Explanation

I think it means ...

Questions

I want to know ...

An example:

It looks like ...





Holistic Learning: This approach promotes a more holistic understanding of the subject matter. Encourage students to see the **bigger picture** and **make connections** between different areas of learning.

Teacher Collaboration: Teachers from different disciplines need to collaborate to design and implement a curriculum that integrates cross-curriculum responsibilities effectively. **Plan lessons together**, aligning objectives, and sharing teaching strategies.

Encourages children and young people to take increasing
responsibility for their own learning

Explanation

I think it means ...

Questions

I want to know ...

An example:

It looks like ...





Fosters Independence: Encourage students to **take responsibility for their learning** helps them become more independent. They learn to set goals, manage their time, and seek resources independently.

Ownership of Learning: When students have a role in shaping their learning experiences, they feel a sense of ownership and autonomy over their education. This can lead to a greater sense of **responsibility and commitment** to their studies.



Supports **social and emotional development** and
positive relationships



Explanation

I think it means ...

Questions

I want to know ...

An example:

It looks like ...



A large, dark blue, abstract shape with a wavy, organic edge, resembling a stylized letter 'L' or a drop, is positioned in the top-left corner of the slide.

Emotion Recognition: Teach children to recognise and label emotions, both in themselves and others. This promotes **empathy, understanding and ethical development.**

Emotional Intelligence: Help young people develop **emotional intelligence** by discussing complex emotions, coping strategies, self-awareness and **wellbeing** strategies.

Peer Relationships: Encourage **healthy peer relationships** by promoting inclusivity, teaching empathy, and discussing the importance of **respect** and boundaries.



Encourages **collaboration**

Explanation

I think it means ...

Questions

I want to know ...

An example:

It looks like ...





Motivation and Engagement: Working with peers can make learning more enjoyable and motivating. It can combat feelings of isolation and keep students engaged.

Diverse Perspectives: Collaboration brings together different backgrounds and perspectives. This diversity enriches discussions, problem-solving, and creativity in the learning process.

Skill Development: Collaboration promotes the development of essential skills, such as communication, teamwork, and conflict resolution that are valuable beyond the classroom.

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DONALDSON'S 12 PEDAGOGICAL PRINCIPLES & what you should do with them!

@ImpactWales

"To be clear, the recommendations of this Review do not imply an emphasis on any particular teaching approaches: decisions about teaching & learning are very context and purpose specific, and are best taken by teachers themselves." Successful Futures



Create authentic contexts for learning

Encourage learners to take responsibility for their own learning

Support social and emotional development & positive relationships

Encourage collaboration

Sustained pupil effort to reach high but achievable targets

Employing a broad repertoire of teaching approaches

Promote problem solving, creative & critical thinking

Build on previous knowledge & experience to engage interest

Focus on the 4 Purposes

Use assessment for learning to accelerate progress

Make connections within & across Areas of Learning & Experience

Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

For bespoke support to develop the most appropriate pedagogical and context - contact enquiries@impact.wales

approach for your pupils
www.impact.wales

Work together to create a **mind map**



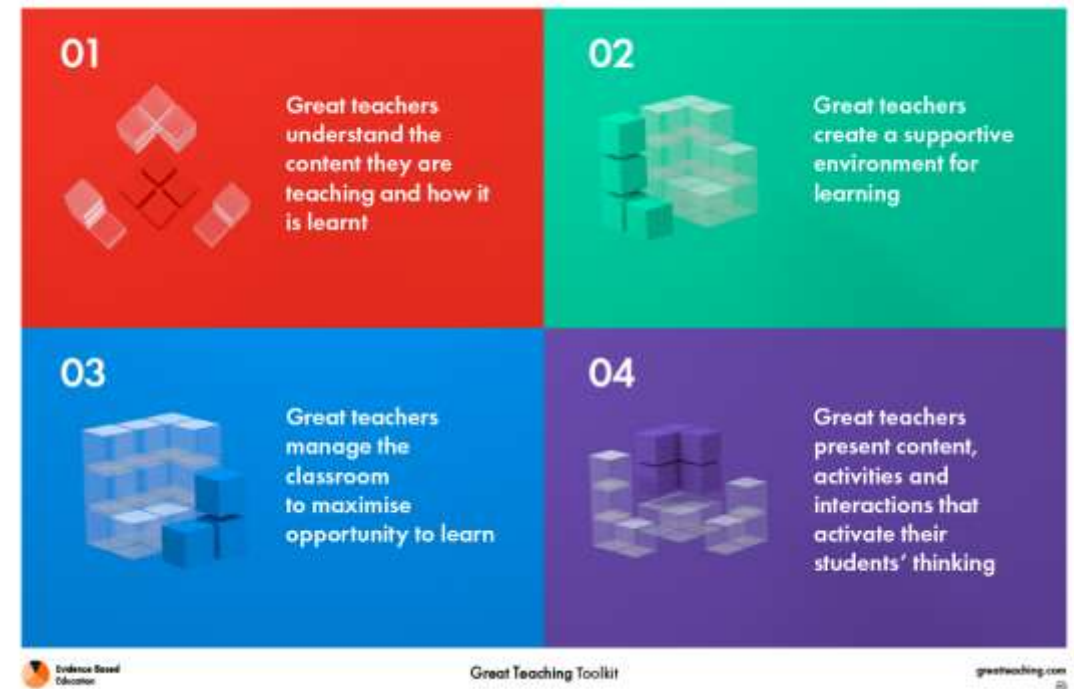
Organise the ideas, activities and materials you brainstormed around the GCSE sub-theme/topic



Share it to MFL resource bank as a starting point for future lesson design and planning



A Model for Great Teaching



A Model for Great Teaching

1. Understanding the content

1

Having deep and fluent knowledge and flexible understanding of the content you are teaching

2

Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching

3

Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching

4

Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

2. Creating a supportive environment

1

Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture

2

Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care

3

Promoting learner motivation through feelings of competence,

4

Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

3. Maximising opportunity to learn

1

Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth

2

Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied

3

Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately

4. Activating hard thinking

1

Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students

2

Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and

3

Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding

Advancing learning... through effective application of subject knowledge and discipline					
Four purposes for learners	Exploiting subject disciplines in areas of learning	Blended learning experiences	Real life, authentic contexts	Progression in learning	Cross-curricular themes
Refining teaching... towards sustained highly effective practice					
Managing the learning environment	Assessment	Differentiation	Recording and reporting	Involving partners in learning	
Influencing learners... building positive learner disposition					
Challenge and expectations	Listening to learners	Learners leading learning	Sustained effort and resilience in learners	Reflection on learning	Learning outcomes and well-being

5 Dimensions of the Professional Teaching and Leadership Standards



Plenary

Reflect

- What is the relationship between Curriculum and Pedagogy?



Two sides of one coin

Curriculum is concerned with making **general statements** about language learning process, purpose, experience, and the relationship between teachers and learners.

Pedagogy is **more localised** and is based on the accounts and records of **what actually happens at the classroom level** as teachers apply the curriculum to their **own classroom situation**.

For bespoke support to create learning driven by the 4 Purposes contact us
enquiries@impact.wales

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THE 4 PURPOSES of Curriculum for Wales

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- Why do we need the 4 Purposes for Curriculum for Wales
 - to set a common mission for all teachers & leaders.
 - to support teachers & leaders to make appropriate choice about curriculum content & pedagogy
- How should schools be using the 4 Purposes statements?
 - as a set of guiding principles to aid planning decision
 - as an evaluation tool to identify pupils' greatest needs.
- Create a curriculum driven by the 4 Purposes:-
 - know which of the 4 Purposes pupils need the most
 - create teaching & learning that addresses those needs
 - support pupils to **progress** in those areas

The 4 Purposes of Curriculum for Wales are underpinned by:

Principles enshrined by UNITED NATIONS Convention on the Rights of the Child	Welsh Language and Culture	Principles of inclusive education	Community & civic role of schools	Health & well-being of pupils
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Purpose-driven curriculum & pedagogy



PLAY AGAIN