

ECAD4008

Personal targets from ECAD4013

To ensure correct referencing- To ensure I have improved on this I followed the Harvard Referencing guide.

To ensure I use more reliable sources- To ensure I have improved on this I have used the Welsh Government sources and sources recommended by the Welsh Government.

To use better terminology- To ensure on this I will proofread my work and ensure it sounds accurate.

Reflective Portfolio

- Good teaching and learning means employing a blend of approaches including direct teaching.
- Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.
- Good teaching and learning ranges within and across Areas of Learning and Experience.

Introduction

Pedagogy is at the heart of the curriculum. Schools are seeking to develop a strong vision of learning and teaching to consider the “why” and “how” as well as the “what.” The vision is to recognise the integral role of the learning environment in supporting effective learning. The teachers are to have a deep and thorough understanding of the pedagogical principles and the best way to reinforce them. The pedagogical principles involve exploring and reflecting on teaching strategies which will best support learning in given context and inquiring on the impact of learners. The pedagogical principles are in place to support a strong disposition to learning, strong metacognitive skills, critical, creative, problem-solving skills, and effective communication skills. (Welsh Government, 2023.). The learning environment is a key aspect to the curriculum as it encourages learners to be independent, allows all learners to engage in authentic experiences and for the learners to be safe and secure. (Welsh Government, 2010.). Graham Donaldson is considered an expert when it comes to education, the Welsh Government asked Professor Donaldson to review the curriculum and the assessment arrangements, in order to improve them. From his review Donaldson concluded that there should be four purposes, six areas of learning and the 12 pedagogical principles. (Educate Group, 2019.). Donaldson’s report is successful futures.

It signals the importance of schools to the future success and well-being of every child and young person in Wales. Donaldson stated that the pedagogical principles should allow connections to be made via common questions, concepts or skills should be explored within and across the Areas of Learning and Experience. (Donaldson, G. 2015.). The Well-being of Future generations act (2015) is greatly linked within schools and helping them to be more involved within schools. They are connected by the 7 well-being goal's, these are in place to ensure future generations have the same quality of life and help prevent problems in the future by teaching the learners about the issues the world faces today. (Welsh Government, 2015.).

Pedagogical Principle 1

The first pedagogical principle I will be focusing on is “good teaching means employing a blend of approaches including direct teaching.” This Donaldson principle is a fundamental proposition that underpins the method and practice of teaching and enhances productivity. (Impact Wales, 2022). In the classroom this principle has been used to improve problem solving, creative and critical thinking by setting different tasks to build on previous knowledge and experiences. In teaching there are 4 main methods that teachers follow; these include a teacher-centred approach which needs little to no engagement from learners. A learner-centred approach which is when the teacher becomes a resource rather than just authority. A context-focused approach is when the learner and teacher fit into the context being taught. Finally, the interactive/participative approach, the learning of appropriate things to the learner and teacher, is to understand the world around them. (Types Of Teaching Methods, n.d.). During placement I have seen all techniques used and been effective, the main method used in teaching is the learner-centred approach as Montessori states that children learn through doing and experiences (The Montessori Method of Education, n.d.). During outdoor play time, occasionally the teachers and support staff will use this time to set up activities based on what the class is learning as well as print resources to support learning in preparation for the afternoon. The Assessment reform group (2002) states that “Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get them there. Applying a range of strategies to assessment for learning is key to ensuring it is successful and has the desired impact within the classroom. The strategies include feedback, peer assessment, self-assessment, and direct observation. All strategies have made an impact in the classroom and supported learners during learning and after learning. (Johnson, E. 2023). D. Royce Sadler conceived that assessment is a feedback loop to close the gap between the learner's current status and their desired goals. Sadler made it clear that information itself is not feedback, but only becomes feedback when it is actively used.

Putting a great emphasis on the learner's capabilities to monitor their own learning. (Heritage, M. 2010.). A main method of teaching is rotation group, it is a method used in every activity to expose the learners to different learning environments and stretch the learner's abilities to deal with new and different activities. (Rotating Teaching Methods, n.d.). Two specific teaching methods used in teaching are group work and whole class teaching. The whole class teaching is the learner and the teacher learning together in the same space and focused on the same learning goal. (ESTYN, 2017.). Group work is a learning experience for learners to work together on a task promoting positive peer interactions. (Welsh Government, 2010.). Group work was demonstrated in my placement with the activity baking cookies. The learners were grouped and placed on different tables filled with the resources they need; they had a teacher or a learning support staff with them however it was ultimately up to them on how they made the cookies based on the lesson from the teacher beforehand. The AOLE for this activity is Science and technology as it is developing on their curiosity. This activity was also able to link in with the cross curriculum. Mathematics is linked with weighing out the ingredients needed. Literacy linked with the learners have picture cards to follow and sharing discussions throughout the activity. Digital competence linked in with taking photos of their finished cookies and uploading the photo their personal hwb. When making a lesson plan all these aspects need to be considered to capture the learner's imagination. Play is a fundamental part in teachers lesson planning and is incorporated in the pedagogical practices. The method of teaching for play is the learner has full control over their learning and the teacher sets up the activity, the activity set up is linked to the topic being taught so the learners are always learning. Piaget's theory states that play supports cognitive development, and the learners learn the most effectively when using their senses to explore the world around them. (Twinkl, 2022.). This principle in the methods of teaching comes with many strengths, these include making the lessons age appropriate as well as the lessons being pace and level appropriate. Direct teaching gives the teacher the opportunity to use visual aids, share concise instructions and repetition of instructions to avoid confusion. However, the principle also has some areas for development, these can include having more lessons outdoors, extending the lesson for additional activities to support learning.

Pedagogical Principle 2

The second pedagogical I will be focusing on is "Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest." The Donaldson principle is a key feature of the curriculum for Wales by creating authentic contexts for learning. (Welsh Government, 2023.). Learner's previous knowledge and experience is one of the most important factors in influencing learning and pupil achievement. New learning is constructed on prior knowledge because the more the

teachers understand what the learner's already know, the more the teachers can help the learners engage on their prior understandings. (The Importance of Prior Knowledge, 2021.). Prior knowledge is obtained through social interaction with parents/caregiver and the wider community. Vygotsky's theory emphasises the role of social learning, suggesting that new concepts appear socially first and only then gradually become psychological. The social models need to be more complex for the learners to develop individually. (Rochelle, J. 2007.). The new curriculum for Wales was introduced in 2020, the aim is to help schools develop their own curriculum to enable learners to walk towards the four purposes. The four purposes are in place to support young learners to be, ambitious and capable learners, enterprising and creative contributors, ethical informed citizens, and healthy confident individuals. The framework is designed to help practitioners to develop a more integrated approach to learning, support schools in the ongoing development of their own curriculum and assessment arrangements. Ensure assessment and learner progression remain intrinsic to a school's curriculum. (Welsh Government, 2020.). Lesson planning has a key role in this principle as it needs to include the AOLE for the activity, the what matters statements, links to cross-curricular, the learning intention and a success criteria with a hard, medium, and easy target. Having these elements in the lesson plan not only supports the teachers build a connection with learners it also allows teachers to build a solid foundation for learning in the classroom. (Study.com, 2019.). The 5 progression steps are a part of the descriptions of learning, they describe how learning should progress within each statement of what matters across the learning continuum. They broadly correspond to expectations at ages 3-5, 8, 11, 14 and 16. Learners however can be on any of the progression steps depending on the task at hand, the steps are a rough guide for where learners of age are expected to be. (cscjes.org.uk. n.d.). However, the challenges with building on prior knowledge is that all children come from different backgrounds and have different experiences. Some learners are not in a learning rich environment and come to school at a disadvantage. Teachers must plan at various levels to support all children and ensure they are all being challenged to produce their best work. (Children's rights, n.d.). During placement, an example of this principle was used in the "Express yourself day." This Health and Well-being day focused on what made the learners happy and what experiences in their lives have made them feel this way. All learners wore something different, and all had different stories to tell. For the teachers it gave them the opportunity to learn about what interests the learners and ways they can incorporate this into their lessons. The learners were given the opportunity to choose from a list of activities that were fun and interesting to them. In each activity had its own learning intention and built on the different experiences the learners have had. This activity day also linked in with cross curricular in language, literacy and communication with discussions held throughout the day. Digital competence was also linked in when the learners were recording themselves

and what made them happy as well as taking photos of themselves expressing different emotions. In the classroom learners are encouraged to ask questions about things they are experienced or seen, by asking these questions that are gaining a better understanding of the world around them, build on their curiosity and develop their cognitive skills. (Team, Y.E. 2021.). The use of resources in the classroom and outside the classroom help to build on knowledge and new experiences by keeping an organised environment and making the most on creating a learning rich environment. (Twinkl, 2022.). With this pedagogical principle it increases the chance of a more chaotic classroom, this principle promotes open communication between teachers and learners, it will become chaotic if not managed properly. It is also hard to indicate if learners are having a challenging time with what they are learning. (Blog, F. n.d.).

Pedagogical Principle 3

The third and final principle I will be focusing on is “Good teaching and learning ranges within and across Areas of Learning and Experience.” The Curriculum for Wales features six Areas of Learning and Experience, these include, Expressive Arts, Health and Wellbeing, Humanities, Language, Literacy and Communication, Mathematics and Numeracy, Science and Technology. The AOLE make a distinct and strong contribution to developing on the four purposes as well as making connections with the What Matters statements. Each AOLE has their own number of What Matters statements, supporting and complimenting each other and setting out the big ideas for each AOLE. Within each AOLE there are four elements, cross curricular skills, and integral skills with specific considerations for each AOLE and key links to the other areas. The cross curricular skills highlight how genuine and authentic links can be made naturally with all Areas of Learning and Experience. (Education Wales. 2020.). The Purpose of the six Areas of Learning is to bring together the disciplines and encourage meaningful links across them, helping to promote collaboration and cross curricular planning, learning, and teaching. The cross curricular skills will help learners develop a deeper knowledge and a more unique understanding as they learn, letting them value how their learning contributes to their lives. Teachers are to support the learner's progression through assessments to understand where the student is at and how best to get them to the next step. (Equal Education Partners, 2023.). Literacy, Numeracy and Digital Competence are mandatory cross curricular skills, within in the curriculum for Wales. The cross curricular skills enable learners to access the opportunities it offers, equipping them for real life experiences. These skills are not always planned separately, the whole school gets involved and engaged in embedding these skills across the curriculum. Teachers has a responsibility to develop and reinforce these skills across the curriculum. Each cross curricular skill has its own framework that provides supporting guidance for the skill. Within each cross

curricular skill it has various elements, each element is designed to support the teacher in planning and designing lessons as well as explaining what will be learnt in the progression steps. (hwb.gov. Wales. 2022.). The theme in my placement was space. Activities for this were all cross curricular. An activity the learners took part in was designing their own planet. The learners were provided with many resources to support them and also had been watching interesting videos about the solar system. While designing their own planet the learners got to explore different shapes and objects to come to the conclusion on what they would like as well as ordering and sorting the shapes. These are some of the major mathematics skills that learners need to understand. Digital competence is also involved in this activity when the learner's extended activity was to create an online version of their planet and create an audio recording of the learner talking about their planet. The main AOLE of this activity is science and technology, the learner has been learning about planets, what they are made of, life on them and the order of the planets, this supported the learners in creating their own planets in the best unique way. Cross curricular teaching has proven to have many strengths these include giving the learners a wider range of opportunities to learn from. It holds many strengths for the teacher's as well as it helps teachers plan a more imaginative and creative lesson. Within this element the teachers can deepen the learner's knowledge and understanding, then expand on it. (Kerry, T. 2015.). However, the cross curricular also comes with some challenges that teachers have voiced their concerns about. Teachers are concerned about working outside their standard subject knowledge, communication between so many members of staff become difficult and hard to keep up with, leaving certain information left untold. Teachers are also struggling with timing when trying to allocate time to fit in different cross curricular skills. (nrich, n.d.). The new curriculum for Wales includes more on the community and the wider community, the curriculum will also include human rights, diversity and respecting differences, learning about things in the local, national, and international level, relationships, and sexuality education appropriate to development. In this new curriculum the learners and teachers will be assessing work to ensure that the learner can see where they are up to, plan their next steps and spot any extra support they may need. (Education Wales, n.d.).

Conclusion

Throughout this module I have come to understand the importance of the four purposes, six areas of learning and experience, and the 12 pedagogical principles and how they all link in together to support children in receiving their best outcome. I have also gained a better understanding on developing on learner's prior knowledge and using their past experiences to plan lessons and build on what they already know as well as a better understanding on giving the learners their own voice and letting them have a choice on

what they want to learn. In my teaching I will be including three new skills from what I have understood. The first being to gain a strong understanding on all the 12 pedagogical principles and adapting them to lessons that are appropriate and will have the best outcomes. Secondly adapting cross curricular skills into everyday focus tasks to deepen the learner's knowledge and for the learners to get the most out of everyday opportunities they are provided with. Lastly, I am going to use active learning technique to ensure learners have their own say in their learning and are being challenged by questioning, using their problem solving and critical thinking skills. I will be using self-reflection on myself at the end of placement to ensure that I have used these strategies appropriately. The pedagogical principles are beneficial to teachers as it demands more communication between learners and teachers, helping teachers understand how different students learn to best create a lesson plan that tailor to all the learners needs. I believe that the new curriculum is extremely beneficial to teachers as it offers them more flexibility in their teaching and offers many new opportunities for learners. However, some concerns have been raised on the curriculum, mainly around time and not having enough of it to deliver the lesson filled with the new components. Concerns were raised about the workload as well as these new components need to be added to lessons plans. (Curriculum for Wales Feedback Analysis, 2019.). In my teaching I will avoid these concerns by planning ahead and using previous ideas and improving them with the new curriculum guidelines.

Reference list

Assessment Reform Group (2002)

<https://www.storre.stir.ac.uk/bitstream/1893/32458/1/Assessment%20for%20learning%2010%20principles%202002.pdf>

Blog, F. (n.d)

<https://www.formpl.us/blog/what-is-pedagogy-definition-principles-application#:~:text=Absence%20of%20Learner's%20Autonomy,not%20allow%20for%20self%20Dactualization.>

Children's rights (n.d.)

<https://www.gov.wales/sites/default/files/publications/2020-10/annex-a-childrens-rights-impact-assessment.pdf>

Cscjes.org.uk (n.d.)

[https://www.cscjes.org.uk/api/storage/2aad303e-9238-4f0c-9cd3-ff9af59e1f7d/C4W%20Poster%20Pack%20\(en\).pdf](https://www.cscjes.org.uk/api/storage/2aad303e-9238-4f0c-9cd3-ff9af59e1f7d/C4W%20Poster%20Pack%20(en).pdf)

Curriculum for Wales Feedback Analysis (2019)

<https://www.gov.wales/sites/default/files/consultations/2019-10/curriculum-wales-2022-feedback-analysis.pdf>

Education Wales (2020)

<https://educationwales.blog.gov.wales/2020/03/02/areas-of-learning-and-experience-as-a-central-element-of-the-new-curriculum/>

Education Wales (n.d.)

<https://hwb.gov.wales/api/storage/9db0a2c4-aa34-4498-9187-d92fc6bbf676/220208-children-young-people.pdf>

Educate Group (2019)

<https://educate-group.co.uk/>

ESTYN Active and Experimental Learning (2017)

https://www.estyn.gov.wales/system/files/2020-07/Estyn%2520Active%2520and%2520experiential%2520learning_E_Accessible_1.pdf

Equal Education Partners (2023)

<https://equaleducationpartners.com/blog/intro-welsh-curriculum/>

Heritage, M. (2010)

<https://files.eric.ed.gov/fulltext/ED543063.pdf>

hwb.gov.wales (2022)

<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#cross-curricular-skills>

Impact Wales (2022)

<https://www.impact.wales/news/12-pedagogical-principles/#:~:text=The%2012%20principles%20that%20Donaldson,teaching%20in%20a nd%20of%20themselves.>

Johnson, E. (2023)

<https://thirdspacelearning.com/blog/assessment-for-learning-strategies/#0-what-are-assessment-for-learning-strategies>

Kerry, T. (2015).

Cross-curricular Teaching in the Primary School. 2nd ed. London: Taylor & Francis.

Rochelle, J. (2007)

<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=f1d25acbdff5c73b29bc138e7e29eb0c1c3115f9>

Nrich (n.d.)

<https://nrich.maths.org/8453>

Rotating Teaching Groups (n.d.)

https://summit.sfu.ca/_flysystem/fedora/sfu_migrate/5632/b15206476.pdf

Study.com (2019)

<https://study.com/academy/lesson/prior-knowledge-definition-theory-quiz.html>

The Importance of Prior Knowledge (2021)

<https://www.teachwithmrst.com/post/the-importance-of-prior-knowledge#:~:text=New%20learning%20is%20constructed%20on,the%20material%20in%20our%20courses.>

Team, Y.E. (2021)

<https://yourelc.com.au/importance-encouraging-child-ask-questions/>

Types Of Teaching Methods (n.d.)

<https://wtcpu.org.in/olms/lesson/1586962314.pdf>

Twinkl (2022)

<https://www.twinkl.co.uk/teaching-wiki/play-theories-in-early-years#:~:text=Piaget's%20theory%20of%20cognitive%20development%20suggests%20that%20early%20years%20children,discovery%20learning%20and%20sensory%20play.>

The Montessori Method Of Teaching (n.d.)

<https://montessoriworld.org/MontessoriMethod.pdf>

Welsh Government (2010)

<https://hwb.gov.wales/api/storage/663d00fd-9c3b-4003-9a1f-0012bad39fad/how-to-develop-thinking-and-assessment-for-learning-in-the-classroom.pdf>

Welsh Government (2023)

<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/pedagogy>

Welsh Government (2020)

<https://www.gov.wales/curriculum-wales-overview>