

Overview

20 September 2019

10:40

Student name: Bethan Dawson

Student Number: 1501204

Assignment Title: A portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Pathway: Secondary History

https://1drv.ms/u/s!Ag_ixlOsGUARgn5ZVQU6aRW-6NgN

Assessment for Learning

02 January 2020 17:21

Teaching & Core Learning	The teacher will then show them a clip on how Mary came to the throne via the execution of Jane Grey and ask them to consider why the country both Protestant and Catholics wanted Mary on the throne over the Protestant Jane. The teacher will then talk about all the changes Mary made to Religion and ask them how they think the people would have felt about this and, how Mary would have enforced this change. The teacher will then show a clip of Mary burning the Protestants and ask them the question whether Mary deserves the name 'Bloody'. The teacher will then hand out fact cards on the topic and ask them to sort them into two columns, 'Agree' or 'Disagree'.	Class to make suggestions on why Jane was overthrown and why Mary was supported by Protestants even though she was a Catholic and would turn the country Catholic again. They will then watch a clip from the movie Elizabeth and be asked the question by the teacher, Do they think she deserved the nickname 'Bloody'? They will then be asked to consider the question further by sorting out fact cards into a agree or disagree columns and then go over their answer with the class and the teacher in a peer assessment, on where they think the cards should be.
-------------------------------------	--	---

Deep thinking tasks

Formative assessment

This example taken from a middle band year 8 class shows a focus on making the students to engage in deep thinking tasks, throughout a lesson on Bloody Mary Tudor. The main focus of the lesson is for the students to be able to look at evidence presented to them and be able to come to an informed decision on whether they believe that Mary deserved the nickname 'Bloody'. This task allows the teacher to see whether the pupils are able to engage with the material in a deeper manner than just superficial knowledge while allowing the students to work through the question by themselves and with partners to come to a decision by themselves. AFL then comes into play when they then participate in a discussion with the teacher, who uses open-ended questioning to informally test the students understanding of the topic and where there might be need for further clarification.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement in formative assessment and homework)
Opening phase (with links to prior learning)	Bring in and settle the class down and have them think about what the picture on the board is about. (Black and white picture of women being arrested), while taking the register. Then lead a group discussion about what the pupils think is happening in the picture and what is the theme of today's lesson.	Come in and settle down quickly and quietly. Then they will have to think either individually or as a pair about what they think is happening in the picture shown (description in box to the left). They will then be asked what they think is going on in the picture and will participate in a brief discussion about it, before the teacher brings in the point of the picture and how it relates to the lesson topic of the 'Suffragettes'.

'Think-pair-share' technique. Used at start of lesson to engage class and promote deep thinking based on prior knowledge.

Taken from a lesson plan for a year 9 high ability introduction lesson on the topic of women suffrage. Students were shown the following photo:



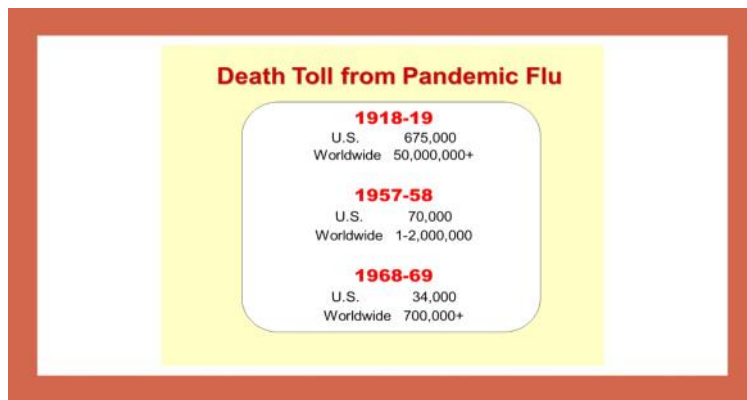
This photo while being something not shown to the students before in a lesson. Yet if they have engaged with historical knowledge either outside of school or through general knowledge was familiar in it's concepts to give a rough estimation to most of the students what it is that they were learning about in the lesson.

Opening phase (with links to prior learning)	Pupils will be brought in and settled and write a list in their books of everything they remember about Bloody Mary from their last lesson. The teacher will then ask them what they remember and ask them to tell them who became Queen after her, introducing them to the topic of the lesson. The teacher will then ask them what they know about Elizabeth from previous knowledge and what they think Elizabeth will be like as a queen	Pupils to quickly think back on their own learning from the lesson prior and share it with the rest of the class. The class to think about what they think Elizabeth is going to be like as a Queen. What religion was she? What do they think she would do about the problem of religion?
---	---	--

This example is taken from a year 8 lesson starter recapping from the previous lesson using

Cross-curricular responsibilities

02 January 2020 17:21

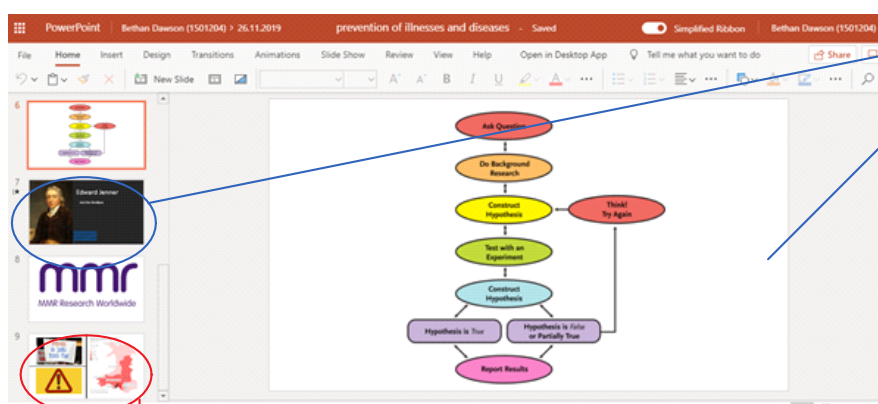


Slide taken from a year 11 GCSE lesson on tuberculosis and Influenza. The lesson had a focus on explaining the spread and treatment of the diseases at the times of the epidemics up to contemporary medicine and the continuation of the diseases in modern life. While the focus was on the early 1914's there was an attempt via direct teaching methods to engage authentic context in the name of cross-curricular responsibilities.

The teacher will then give each pupil a piece of A4 paper and ask them to write down any fact that the pupils think is important that they hear in a clip on Influenza. They will then be asked to share what they have written with the class in a group discussion about the videos. Teacher will add in more information verbally as the lesson goes on, such as the purpose of 'sanatoriums' and why the flu is still a problem today even with a vaccine.

Pupils will be given a piece of A4 paper they will then have to listen carefully to a clip on Influenza and then write down any important information that they find in the videos. Those that find it difficult to write quickly can listen and contribute to the lesson via discussion only, and copy up from a friend at a later date.

This extract taken from the same lesson shows another aspect of cross curricular responsibilities as it focuses on the development of skills instead of authentic knowledge. This exercise focuses on developing their communication, deep thinking and writing skills (i.e. note taking)



Slides on the scientific method and its relation to the lesson context on Edward Jenner and his usage of said method To create the smallpox vaccine.

A power point from a GCSE lesson on Changes in Health and Medicine, with emphasis and the development of treatments to vaccines from the medieval period to modern day vaccinations. There is also authentic context to the impact of the MMR vaccine controversy in Wales.

Building on prior knowledge

02 January 2020 17:22

A starter activity to promote prior learning. All prompts taken from previous lessons taught by the class teacher.

The Medieval town

Task: write a sentence expanding on the words in the table

1348	
Public Health	
Sewers	
Humours	
Germes	
Haverfordwest	
1349	
Comeston	
Taxation	
Judgement	
40%	

Students were allowed to work in pairs to finish the exercise. Collaboration was encouraged.

This exercise sheet was taken from a GCSE lesson starter recapping prior knowledge on life in the medieval town. The class then discussed their answers with prompts from the teacher to promote deep thinking, and understanding of the topic.

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)	Pupils will be brought in and settled and write a list in their books of everything they remember about Bloody Mary from their last lesson. The teacher will then ask them what they remember and ask them to tell them who became Queen after her, introducing them to the topic of the lesson. The teacher will then ask them what they know about Elizabeth from previous knowledge and what they think Elizabeth will be like as a queen.	Pupils to quickly think back on their own learning from the lesson prior and share it with the rest of the class. The class to think about what they think Elizabeth is going to be like as a Queen. What religion was she? What do they think she would do about the problem of religion?	
Teaching & Core Learning	After which the Teacher will give them a bit of knowledge about Elizabeth herself, such as how she was unmarried when she came to the throne, had no heir and was only 25 years old at the time. After the class discussion and task about Elizabeth's problems the teacher will then go on to talk about how Elizabeth dealt with religion and the changes she made.	The pupils will then be asked to think what sort of problems Elizabeth will have to face as Queen and after a class discussion on the topic with prompts from the teacher will then have to write down 'What they think was her biggest problem?' and 'How she could solve it', giving their reasons why they think this. Pupils will be asked and answer questions throughout the brief discussion with the teacher and then read through the handout on Elizabeth and religion, then answer the set of questions on the text at the bottom.	

Prompt was shown on the board in the form of a picture the class had already seen of Bloody Mary to activate prior knowledge. 'Think- pair- share' technique implemented

Lesson plan taken from a year 8 lesson on Queen Elizabeth I. Class started with a quick recap of prior knowledge that they then discussed with the class at large, using the method of the students explaining what they know to their table, allowing them to be confident in their own knowledge before speaking up in class, to help boost

learners confidence in their own knowledge of the subject.

Visual prompt to go with the above lesson plan:



Visual prompt to activate prior learning.

Used as a launching off point for pupil knowledge.

Well known image of Queen Mary Tudor.

Familiar, and therefore thought provoking.

Critical Reflections

02 January 2020 17:22

Over the course of the Professional learning Experience I have tried to incorporate the Pedagogy named in 'Successful Futures' (Donaldson G., 2015) into my professional practice as is being advised and implemented by the Welsh Government in the coming years. I will be looking at 'Assessment for Learning', 'Cross-curricular responsibilities' and 'Building upon prior Knowledge', in this assignment and how well I have applied theory and practice to reach these Pedagogical standards in my practice. In this reflection I will endeavour to critically reflect on how my practice has met or needed to improve within these pedagogical principles and where and how I can apply theory to my practice to improve my overall teaching. To do this I will look at scholarly articles and other such writings with a key emphasis on how to implement literature through reflection, (Kreber C. et al, 2000) to improve my own effective practice in these areas.

Assessment For Learning (or AFL for short) is the use of teaching techniques; such as open ended questioning in class discussions; and through student lead tasks such as self or peer assessment of class tasks or on drafts of assignments, to help show areas of improvement in their own learning. Assessment for Learning according to Gavin T L Brown (2019) shouldn't be considered as a form of assessment but rather a "pedagogical curriculum approach that has some process aspects of assessment." Though despite this thought his expectations of the use of AFL is quite the same as those of other authors such as Paul Black, where it is a tool to "promote student learning", (Paul Black et al, 2003) through formative assessment. In short getting the student to take an active role in improving their own knowledge and skills. This can be seen as making them think about the topic in greater detail and so develop their 'deep thinking skills', which is one of the methods previously mentioned for AFL as these two areas of pedagogy overlap quite a bit (Welsh Government, 2010) and has a tendency to effect the effectiveness of each other. Deep thinking is also considered a key skill to develop in learners as it is a key component in problem solving skills which is linked to the 'Ambitious and Capable learners' from Donaldson's four purposes, as students are thought to be more willing to engage with material and learning when methods of AFL allow them to take a more active role in what and how they learn and the process in which they do so. This is linked to 'Bloom's Taxonomy', which suggests children have three domains of learning, the 'cognitive,' the 'affective, and the 'psychometric'. While newer versions of the Taxonomy have since been released they all come back to these key features that take into account the way a child learns, this must also be taken into account when creating and using AFL techniques, as we must link not just knowledge to AFL but a more 'holistic' approach to promoting student attainment, that takes into account the individuality of the pupil, (Sabitzer, 2014.) However, in an article by Lorin Anderson (2002), who also quotes 'Bloom's Taxonomy', they suggest that it is not just the assessment that matters but that sufficient material should be covered in class to bring the student up to the level to succeed in assessments. Though this is in referral to 'summative assessments' this can be taken into account with formative assessments as well, as a formative assessment can only show what has been learned in class, the quality of the material provided to the student will also affect the outcome of the assessment. Bringing up the debate on should all this talk of reflection be paired with better in class material that suits the needs of the pupil, in other words differentiation by needs, not attainment. This however should be done after the formative assessment to gain an idea of the level of understanding the pupil has with the topic, not just the subject as a whole, as student understanding might differ on that level as well.

There have been calls from some scholars; such as Gavin T L Brown; to embrace the 'spirit' of AFL into teaching practice and not just follow the theories and techniques to the letter suggested. I take this to mean that the overall themes of AFL should be used in all areas of effective practice as a way of live in a way, it should be automatic for both teachers and students to use in their day to day teaching and learning, not just an activity used to tick boxes before going back to the simpler methods of using just summative assessments at the end of a topic.

In my lesson plan for a mid-ability year 8 class on 'Bloody Mary' I used a deep thinking task backed up with a class discussion in which I employed both open and closed ended questions to prob student learning and understanding of the lesson using the format for a formative assessment in A.

Trauth- Nare et al, 2011. This allowed the students to identify and correct the errors in their work in a way that was constructive while also getting them to think about their answers in depth and engage them with the topic. It worked well with the class as they were already interested in the topic and were more than willing to debate their answers and ask questions to further their own understanding. Deep thinking questions are important for AFL as it promotes deep learning, however these are useless unless you have a prior understanding of the classes abilities and their 'surface knowledge' first, (Allison S. et al, 2015) as you can't probe deeper without the basic knowledge there first. Such questions allow for more developed answers. These types of questions should be thought of in advance of the lesson.

I also used the strategy of 'Think- pair- share', (Trauth-Nare et al, 2011); that takes the classroom discussion and expands upon it in a way similar to the theory of Lev Vygotsky (1978) and his 'Zone of proximal development, and collaborative learning which is part of the core of AFL techniques. Though I used this not as a revision method of a topic they were in the middle of or reaching the end of. Rather I used it at the start of a topic to gauge prior knowledge, and therefore formatively assess into how much detail about the topic I will need to go into in my opening explanation of the task. As a tool for promoting student engagement through AFL, as a starter activity, I think I didn't use this technique to its full potential as I have done in other lessons; such as my use of it in conjuncture with 'KWL' in my third example taken from a lesson I planned on Elizabeth I. In that lesson I used a fusion of the two techniques to assess what the students remembered and understood from previous lessons which links into my third pedagogy 'Building on Prior Knowledge,' by using AFL techniques, but also allows them to think about what they would like out of the lesson and the questions they would like answered, the 'W' of the KWL. This in use with the 'Think- Pair- Share' AFL technique can be seen as also promoting student confidence in their own abilities (Sampsel A, 2013), which feeds into the 'Healthy Confident individuals' target from Donaldson's four purposes.

Another area that I have considered is that of cross curricular responsibilities, and how to implement that pedagogy into my lesson plans. Cross curricular lesson plans are more difficult to write than one would first think, even with it being a key area in the new Welsh Curriculum, with a focus on 'authentic' learning, where students and pupils can relate their learning to things they interact with in their own lives, or link to knowledge learned in other subjects, while also learning the mandated knowledge needed to pass their end of year tests. This is quite the task for any practitioner to undertake by themselves, and many practitioners have had to think of ways in which to make this a more feasible edition to standard good practice, (Barnes J. et al, 2007).

While not every lesson needs to be cross curricular in nature, it is encouraged to be slotted in when and where it fits. These could be happy coincidences, i.e. such as a geography teacher relating the impact of climate change to the latest news segment on freak weather.

While others might make links between the curriculum of one subject to another via contextual learning. The 'Changes in Health and Medicine c.1340 to the present day' Course from the GCSE History spec is one such grey area that links science and history together in such a way that theoretical knowledge is then linked to the historical background to the events covered in both courses and can be therefore called cross curricular, developing the ability to put together ideas (J. Barnes, et al, 2007), and de-compartmentalize knowledge, leading to more creative thinking in applying the knowledge students learn in non-standardized situations, preparing them for the wilder world and employment, which links to multiple Donaldson's four principles but mostly to that of, 'Enterprising, creative contributors'. As this emphasis of applying knowledge in new situations or problems is close to the kinds of challenges many students will face once they leave school.

Yet the applications of cross-curricular themes, don't just relate to linking subjects together through a common theme, other scholars have taken this to focus on 'skills', (Barnes J. et al, 2007.) such as communication, numeracy and problem solving and in more recent years with an emphasis on technology based skills, that are needed for a rapidly changing economy and jobs that students will most likely be engaging in during their adult life and their wellbeing as an individual (Barnes J. et al, 2007).

In my own teaching I was able to engage with three of the different approaches I have previously mentioned for cross curricular responsibilities. I have managed to be able to link subjects, skills and authentic learning into my lesson plans, but the level of engagement I have had overall in my teaching so far is to a small degree, and is more of a happy coincidence where the topics align

enough to allow for the cross curricular development in the regards to linking information and techniques from different subject areas. Though the link to the scientific method also aligns with prior knowledge and the class was able to engage with old material in a new way through cross curricular context, was by far the best implementation of cross curricular teaching I have produced so far, there is still areas of improvement. The need for improvement and engagement with literacy and theory can be seen most in my engagement with promoting skills as included in the writings of the authors above. It is hard for a history teacher to manage to bring skills such as numeracy into the classroom, as the subject aligns very closely with literacy and English skills and the analysing of texts and sources and applying it to prior historical knowledge. Yet history as a subject also presents more opportunities to be linked to current events and create modern, authentic context. From my study of text and my previous practice I can be seen to be applying this int my lessons moderately, though there is room for improvement to my approaches and techniques in this area.

The last area I will focus on in this reflection is on the 'Building upon prior knowledge' pedagogy. While this might seem straight forward in application, as isn't it a teacher's job to take forward what a student learns and build upon it in the following lessons? There is however a plethora of theories to be hand on the subject and how to go about enacting upon this practice. Building on prior learning has its basis in learning theories such as cognitivism and constructivism. It relates to cognitivism in that the in returning to recap over previous lessons work, the students are engaging with the simpler ideas and refreshing their memories at the start or end of the lessons before moving on to more complex work. It also has the benefit of activating and strengthening the short- and long-term memory of the students and their knowledge retainment, (Bélanger P, 2011). The other approach is the constructivist method to building upon prior knowledge. Which according to Bélanger, can be seen as such, giving the student all of the building blocks to answer the question in small doses, building up their learning to the larger problems or themes that these skills apply to and how they can be applied in different scenarios to promote creativity and problem solving skills. And so can then transfer their knowledge towards different areas and subjects. But this relies upon the student being able to recall the information from all the different lessons and applying them in new ways.

One such method that relates to both these schools of thought is though small class quizzes and tests at the start or end of the lesson, (Brown P, et al, 2014). Brown argues that the quizzing of students is a better revision method for building upon prior learning than through just re-reading through notes from previous lessons, as the information is engaged with by the learner, not just leafed through to only be ultimately forgotten soon after. I have used this method in one of my GCSE lessons and compared to when I have tried to question the class through discussion at the start of the lesson it has achieved better results. The students were more willing to engage with the material and answer the questions in front of them in the form of a quiz than to speak in a discussion. Their recall of the material seems to increase with something to apply the knowledge to. This approach has been expanded upon by others, where the short answers have been interlinked with longer open-ended questions where the students have to link the information in new ways and more importantly explain their answers (Allision S, et al., 2015). This links in with the other pedagogies, as this constructivist method also allows for the application of these methods in AFL as well to promote creative thinking and student confidence.

Another way to building upon prior knowledge is with another AFL technique, 'think-pair-share', in this case, when looking at my work, in particular my year 8 lesson, as with them I tried out this method to get them thinking about the last lessons work and as such they were able to remember quite a bit of their previous knowledge on the subject of the Tudors, but I gave them a hint in the form of a picture of Mary Tudor that they had seen previously. This picture was enough to bring that information to the forefront of their minds and as such they were able to take part in the oral 'KWL' exercise that began the lesson, a less intensive starter than with the quizzes but worked in much the same way in facilitating recall.

In conclusion I feel that I have managed to create and interact with the literacy on the three pedagogies that I have been developing throughout my Professional Teaching Experience, using a variety of techniques to link my teaching and the students learning to the pedagogy and principles behind the coming new curriculum. Yet there are always areas for improvement and one of my biggest areas for improvement is in my application of cross-curricular themes and skills as well as my application of more diverse and varied teaching techniques in the classroom. I will have to engage

with more literacy on different theories to further inform my practice in this area and find more examples of way to include more skills such as Digital competency and numeracy into my lesson plans that fits with the curriculum and topics being taught. However, I also believe that I need to look for more applications for theories of cognition in my practice. I feel I will only benefit in researching these areas of how and when we remember facts in relation to problem solving. In the future I might engage with further texts by Brown and other scholars or delve into how cognitivism can help support student learning and confidence.

References

02 January 2020 17:22

Reference

Allison, S, Tharby, A, & Lemov, D, Making Every Lesson Count : Six principles to support great teaching and learning, Crown House Publishing, Carmarthen, 2015.

Anderson L., Theory into Practice, Vol. 41, No. 4, Revising Bloom's Taxonomy, pp. 255-260, Autumn 2002.

Barnes J., Shirley I. Strangely familiar: cross-curricular and creative thinking in teacher education, Improving Schools Volume 10 Number pp.162–179, July 2007.

Bélanger P., Theories in Adult Learning and Education, Verlag Barbara Budrich 2011.

Black, P, Harrison, C, & Lee, C, Assessment for Learning : Putting It into Practice, McGraw-Hill Education, Berkshire, 2003.

Brown G. Is Assessment for Learning Really Assessment? *Frontiers in Education*, 4, pp. Frontiers in Education, 01 June 2019, Vol.4.

Brown P., Roediger H., McDaniel M., Make it stick: The science of successful Learning, Harvard University Press 2014.

Donaldson G., Successful Futures: Independent review of Curriculum and Assessment Arrangements in Wales, crown copyright 2015.

Kreber C., Cranton P, Exploring the scholarship of Teaching, The journal of Higher Education, Vol 71, pp. 476-495 July-August 2000.

Sabitzer, B. A Neurodidactical Approach to Cooperative and Cross-curricular Open Learning: COOL Informatics, 2014.

Sampsel A. Finding the Effects of Think-Pair-Share on Student Confidence and Participation, Honors Projects. 28., 2013.

TRAUTH-NARE, A. and BUCK, G.,. Assessment FOR Learning. *The Science Teacher*, **78**(1), pp. 34-39. 2011

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* Cambridge, Mass.: Harvard University Press.

Welsh Government- Why develop thinking and assessment for learning in the classroom? www.cymru.gov.uk, 2010.