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Transforming Education, Transforming Lives



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Beth ydw i'n ei addysgu? Astudiaethau Proffesiynol ac Addysgeg: Arwain y Dysgu: beth, sut a pham ydw i'n addysgu? ECAD6051: 2025-2026



ECAD6051: 2025-2026 What am I teaching?

Professional and Pedagogic Studies: Leading the Learning: what, how and why am I teaching?



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During lectures, please





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Aims for this session

- For you to read and evaluate some medium-term planning
- For you to plan a sequence of lessons
- For you to write a lesson plan





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Differentiation

Differentiated instruction is the process of tailoring lessons to meet each student's individual interests, needs, and strengths. Teaching this way gives students choice and flexibility in how they learn, and helps teachers personalize learning. This method also requires instructional clarity and clearly defined goals for learning, better enabling students to meet those goals.

What is Differentiation?





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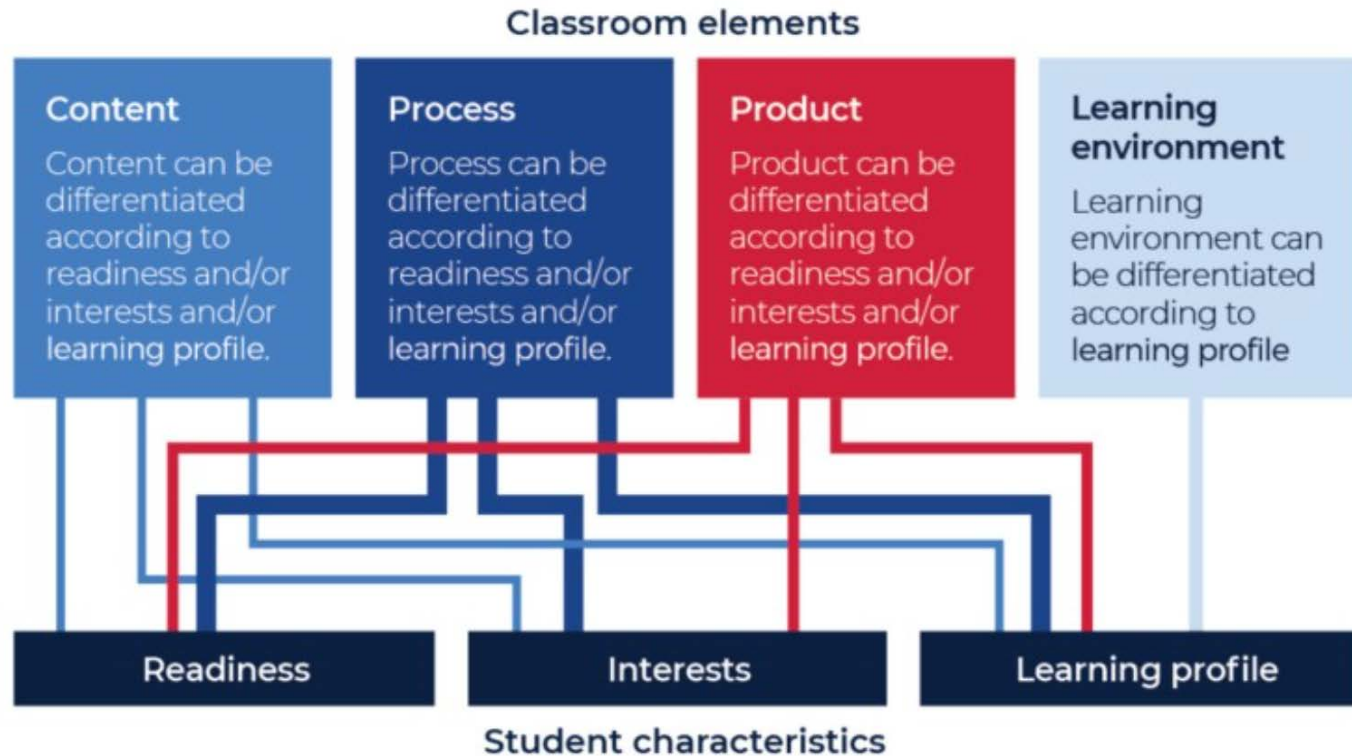
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Differentiation



<https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning>



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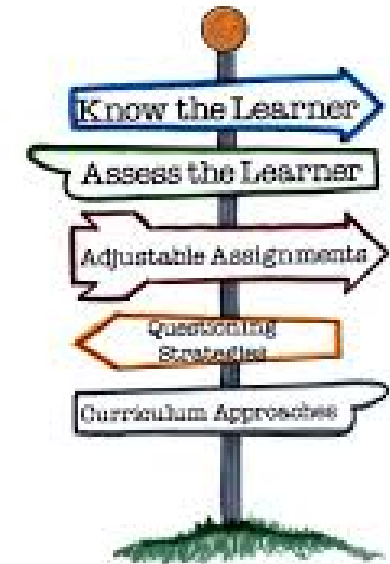
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Challenge v Differentiation?



What is Differentiation?





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Collaboration

What is it?

A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.

Some collaborative learning approaches put pairs, groups or teams of mixed attainment to work in competition with each other in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving many different kinds of organisation and tasks.

[https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches#:~:text=A%20collaborative%20\(or%20cooperative\)%20learning,together%20on%20a%20shared%20task.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches#:~:text=A%20collaborative%20(or%20cooperative)%20learning,together%20on%20a%20shared%20task.)



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Collaboration



Are these children collaborating?
How do you know?



Are these children collaborating?
How do you know?



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What the Donaldson Review said about each of the cross- curricular responsibilities

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Literacy



Competence in literacy, including competence in the spoken word, syntax and spelling, is essential for learning across the curriculum, not least because of the fundamental role of language in thinking. The key to developing command of these skills

lies not in repetition and drill for significant periods of time during the school day but in a sound understanding of their essential components supported by developmentally appropriate teaching and learning and rich contexts within which they can be reinforced, extended and applied. Without this, as one contributor remarked, 'There is a real danger that we are teaching the mechanics of writing but giving the children nothing to write about'. Children and young people also need every opportunity to explain thinking, explore and discuss ideas and use language skills at an appropriate level. The literacy component of the LNF provides guidance about a common approach to the reinforcement of such skills at different developmental stages.



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Numeracy



Similarly, numeracy, including arithmetical and data-handling skills, is deployed widely across the curriculum, and competence in numeracy is essential for independent living and work. Children and young people

need regular opportunities to deepen their understanding of number and, as with literacy, to reinforce and use their numeracy skills in different contexts. It is important that all teachers and other staff who work with children and young people have an understanding of how best to reinforce these skills and take opportunities to consolidate learning appropriately. The numeracy component of the LNF provides guidance about a common approach to the reinforcement of such skills at different developmental stages.



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Digital competency



Digital competence plays an increasingly powerful role in the lives of children and young people, for communication, networking, information, leisure and entertainment as well as for an increasing range of transactions and educational applications. The ability

to use digital technology skills creatively is an increasingly common feature of the modern workplace, for example for developing simulated models that test out ideas safely and inexpensively or when using complex medical equipment that needs to be reprogrammed to match the patient's individual needs. As recommended by the ICT Steering Group, the competences 'should not primarily be predicated on rapidly changing technologies, but should focus on pedagogy, deeper skill development, transferability, and understanding, as well as potential application of these competencies'. All teachers and other staff should have responsibility to support the development of digital competences, and the skills and knowledge to do this.

Let's look at the frameworks online

Literacy Framework						
Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Reading	Reading strategies	I can show an interest in books and other reading materials, and enjoy sharing and handling them as a reader, e.g. <i>hold books the correct way up and turn pages</i> .	I can select my own reading material according to interest or purpose.	I can read complex texts independently for sustained periods.	I can read, with concentration, printed and digital texts that are new to me and update, broaden and deepen my understanding of information, ideas and issues.	I can read and analyse a range of unseen, printed and digital texts with concentration and independence.
		I can segment combinations of known letters orally.		I can read words and sentences from different texts using a range of strategies to make meaning.		
		I can understand there is a one-to-one relationship between the printed and spoken word.	I can read different texts using a range of strategies to make meaning, including: • phonics • word roots and families • sentence structure and punctuation • text structure and organisation • prior knowledge of content and context.	I can use a range of strategies to make meaning from words and sentences, including: • knowledge of phonics • word roots • word families • syntax • text organisation • prior knowledge of context.	I can use my knowledge of: • word roots and families • grammar, sentence and whole-text structure • content and context to make sense of words, sentences and whole texts.	I can use my knowledge of: • word roots and families • grammar, sentence and whole-text structure • content and context to make sense of words, sentences and whole texts.
		I am beginning to recognise and read high-frequency words.	I can use a range of strategies to read with increasing fluency, including recognition of high-frequency words, context cues, prior knowledge, graphic and syntactic cues and self-correction (re-reading and reading ahead).	I can use a range of strategies for finding information, e.g. <i>skimming for gist, scanning for detail</i> .	I can use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information.	I can use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction</i> , to skim texts for gist, key ideas and themes, and scan for detailed information, extracting and commenting maturely on key ideas and themes.
		I can recognise familiar words, e.g. <i>own name</i> , and print in the environment.	I can deduce ideas and information by linking explicit statements, e.g. <i>cause and effect, sequence</i> .	I can use inference and deduction to understand the text, and can consider the reliability of what I read.	I can use inference and deduction to understand more complex texts, and can consider the reliability and impact of what I read.	I can gain full understanding of texts using inference, deduction and analysis, understanding the context of the texts that influence the reader.
			I can infer meaning from text and images, which is not explicitly stated, e.g. <i>What might happen next? Why did the character do that?</i>	I can infer ideas which are not explicitly stated, e.g. <i>writer's viewpoints or attitudes</i> .	I can gain a full understanding of texts using inference, deduction and analysis.	I can analyse and respond to texts and sub-texts, confidently understanding, interpreting and evaluating meaning.

Available at:

<https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/#overview>



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So far, we have
mentioned some
important concepts,
now we are going to
put them into a context
to see what they might
look like in the
classroom



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Putting it all together





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We are going to use one of the Cross-cutting themes as the context for our work today

Human Rights



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Plant Cymru
Children's
Commissioner
for Wales

Listens. Helps. Speaks up.

Hello, my name is Rocio Cifuentes and I'll be the Children's Commissioner for Wales from April 2022 until April 2029.

It's my job to:

Listen to children and young people to find out what you need.

Speak up about the things you need.

Help you, and those who care for you, if you think you've been treated unfairly.

Challenge people to make life better for children and young people.



Learn more about your rights:



KNOW YOUR RIGHTS

The United Nations Convention on the Rights of the Child, or the UNCRC, is a list of rights that all children and young people in Wales and across the world have. It's the Children's Commissioner's job to protect and promote these rights in Wales.

Article 1:
Everyone under 18 has rights.

Article 2:
All children have these rights no matter what their differences are.

Article 3:
Adults must do what's best for me.

Article 4:
Governments must protect and respect my rights.

Article 5:
My family should help me know and use my own rights.

Article 6:
I have the right to live and grow as a person.

Article 7:
I have a right to a name and to belong to a country.

Article 8:
I have the right to an identity.

Article 9:
I have a right to live with my family if they can keep me safe.

Article 10:
I have the right to see my parents if they live in another country.

Article 11:
I have the right not to be taken out of my country illegally.

Article 12:
I have the right to be listened to and be taken seriously.

Article 13:
I have the right to get information and share my views.

Article 14:
I have the right to have my own thoughts and beliefs and to choose my religion, with help from my parents.

Article 15:
I have the right to meet with friends and join groups.

Article 16:
I have the right to keep some things private.

Article 17:
I have the right to get information in lots of ways, so long as it's safe.

Article 18:
I have the right to support from both parents, if possible.

Article 19:
I have the right to be protected from being hurt or badly treated.

Article 20:
I have the right to be looked after if I can't live with my own family.

Article 21:
I have the right to have the best care if I am adopted.

Article 22:
If I am a refugee, I have a right to help, protection, and the same rights as children born in this country.

Article 23:
If I am disabled, I have the right to special care and education.

Article 24:
I have the right to be as healthy as possible.

Article 25:
If I am not living with my family, people should keep checking I am safe and happy.

Article 26:
If my family need it, they should get money to help bring me up.

Article 27:
I have the right to have a proper home, food and clothing.

Article 28:
I have the right to an education.

Article 29:
I have the right to an education which develops my personality, talents and abilities.

Article 30:
I have a right to speak my own language and to follow my family's way of life.

Article 31:
I have a right to rest, relax and play.

Article 32:
I have the right not to have to work unless I am old enough and it is safe.

Article 33:
I have the right to be protected from dangerous drugs.

Article 34:
I have the right not to be touched in ways that make me feel uncomfortable, unsafe or sad.

Article 35:
I have the right not to be kidnapped, sold or trafficked.

Article 36:
I have the right not to be used by adults in ways that harm me.

Article 37:
If I break the law, I have the right not to be punished in a cruel or unnecessary way.

Article 38:
I have the right not to join the armed forces.

Article 39:
I have the right to help to get better if I have been hurt or badly treated.

Article 40:
I have the right to be treated as a child if I break the law.

Article 41:
If the laws in my country protect me better than the articles of the UNCRC then those laws should stay.

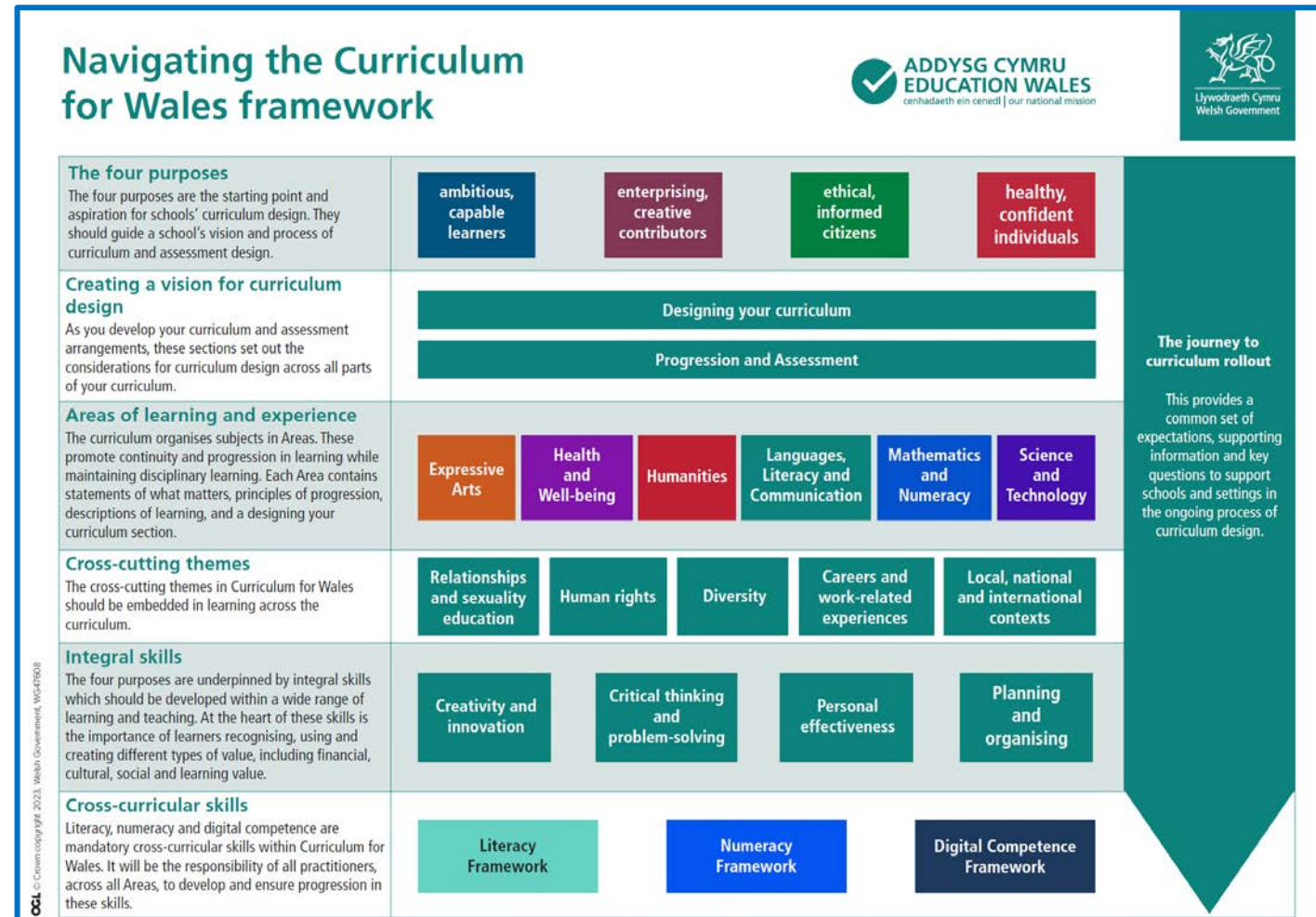
Article 42:
Everyone should know about children's rights.

Do you need to talk to us about a problem?

Our Investigations and Advice service is free and confidential. It's there to help and support children and their families. Get in touch to find out how we can help. Phone: **0808 801 1000** Email: **advice@childrenscommissioner.wales**

Website: www.childrenscommissioner.wales Email: post@childrenscommissioner.wales [Facebook](https://www.facebook.com/childcomwales) [Instagram](https://www.instagram.com/childcomwales) [LinkedIn](https://www.linkedin.com/company/childcomwales) [YouTube](https://www.youtube.com/channel/UCqJ8K8K8K8K8K8K8K8K8K8K)

A summary of the Curriculum for Wales





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Today we are going to use materials from the Children's Commissioner for Wales website.

Be aware that some of the schools in our Partnership are, or are working towards, being a Rights Respecting School which is run by UNICEF. They too have lots of resources on their website.



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Plant Cymru**

Children's
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for Wales

<https://www.childcomwales.org.uk/>



<https://www.unicef.org.uk/rights-respecting-schools/>



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We are going to look at one of the resources

STORI SAM

Adnodd gwrthfwlio ar gyfer
Ysgolion Cynradd gan
Gomisiynydd Plant Cymru
Ysgrifennwyd gan Ysgol
Gynradd Penygawsi, Llantrisant

Fe fydd e'n gwella

SAM'S STORY

It will get better

An **anti-bullying resource** for
Primary Schools by the Children's
Commissioner for Wales
Written by Penygawsi Primary School,
Llantrisant





www.complantcymru.org.uk
www.childcomwales.org.uk



Ysgol Gynradd Penygawsi
Penygawsi Primary School

<https://www.childcomwales.org.uk/wp-content/uploads/2017/10/Year-3-4-FINAL-ENG.pdf>



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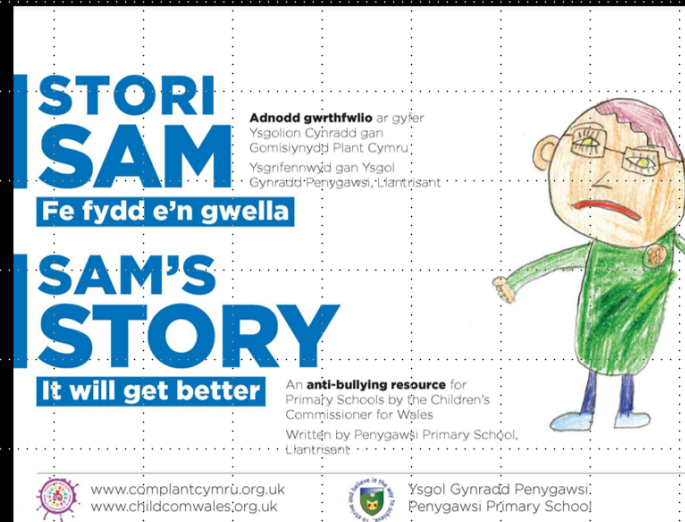
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Look at the plan for Antibullying Week



<https://www.childcomwales.org.uk/wp-content/uploads/2017/10/Year-3-4-FINAL-ENG.pdf>

[Antibullying Week Plan.pptx](#)



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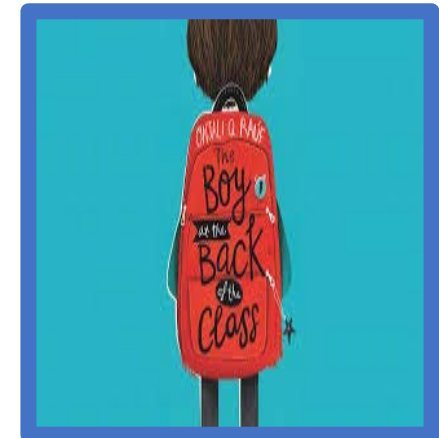
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Here is the brief your head teacher has given you

Your HT wants you to use the CCW's theme
Making a Difference, but she also wants you to
use the text *The Boy at the Back of the Class*



<https://www.childcomwales.org.uk/make-a-difference/>



[The-Boy-at-the-Back-of-the-Class-
Chapters-1-10.159105156.pdf](https://www.childcomwales.org.uk/make-a-difference/)



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Brainstorm your initial thoughts and ideas



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Medium-term Planning

ECAD6051 Example MT Template.docx

[illegible]



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Share your plans at the market place





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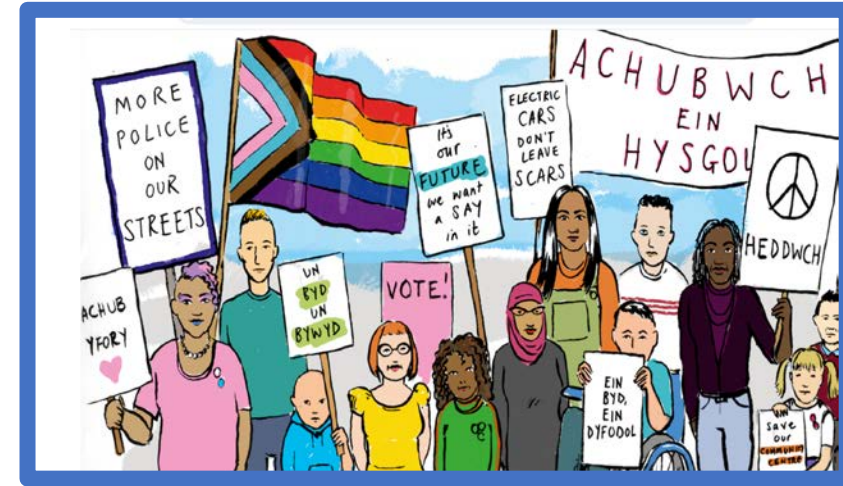
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Make a difference!



- Write a plan for a sequence of lessons like the plan you saw in our last lecture
- Write a lesson plan for the first lesson

Lesson Plan



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APLP
PDPA
 Partneriaeth Dysgu Proffesiynol Yr Athrofa
 Yr Athrofa Professional Learning Partnership
Partneriaeth Addysg i Gymru | Partnership Learning System

Student-teacher:		Class / Group:	
AoLE or Subject:		Date <i>(please note that this may be a continuous session):</i>	
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)			
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>			
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning)			
Learning Intention <i>'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'</i> (Crichton, H., and Mcdaid, A. 2016 p. 196)			
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i>			
Planning for misconceptions: <i>Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.</i>			
Strategies to support learners' Welsh language development			



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Reflect

Which of the cross-curricular skills did you incorporate into your plans?

Which pedagogical principles did you use?

Which pedagogical principles did you use?





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Links to the QTS standards

In this lecture you have begun to develop your knowledge and understanding of these QTS standards

Standard

The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.

Standard

The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.

Standard

The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.

Standard

The teacher understands the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners.

Adolygiad Review



Dau beth a ddysgoch heddiw ac un peth y
byddech wedi hoffi ei ddysgu
Two things you learnt today and one thing you
wish you had learnt