

Overview

Assignment Title: Prepare a portfolio (as though you were sharing with a mentor or student colleagues) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

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Pathway: P-PGCE

Targets for improvement

- Engage more widely with recommended and other reading, using this to develop your understanding of the perspectives that exist around what you are discussing.
- Justify choices and points.
- Consider the quality and effectiveness of what you do, and consider how you can improve the experience for learners.

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1501386_student_uwtsd_ac_uk/Ejgg9zc7rrpBsucTr4eOsmEBroQGleb_Qr9yhmAdNH3ffQ?e=EHP0Gr

Assessment for Learning

Here is a screenshot from a lesson plan that I had created for my learners including the AFL strategy at the end of the session. This AFL strategy in this lesson plan was used for a nursery class and was differentiated in the discussions at the end on the lesson. I found that this was an effective tool because the children were familiar with the thumbs up/down system that they use in the school and were confident in explaining how they felt they got on with the tasks. As many other AFL strategies there are possible implications that may occur during the session for instance, maybe some children would believe that they found the work easy so would display a thumbs up as they may think that that's what it should be. Or even, the possibility that they enjoyed the work so therefore gave a thumbs up response.

15 minutes Plenary	To conclude the lesson I will ask all pupils to return to the carpet to summarise the lesson. I will ask the following questions: • What was the objective for this lesson? • Do we all think that we have aimed that objective? • How did we all find the task?	<u>AFL – Self Assessment for task</u> In-class approach to use the image of the thumbs, attach to their work Pupils will respond to the questions individually. Depending on the question, it will determine the answer. To some questions, pupils will be expected to respond by the use of their thumbs. Up = Good Neutral = Ok Down = Difficult	
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Similarly, to the example in the lesson plan, this is evidence of the thumbs up/down system used in their books. The children would use this as a tool to recognise their efforts and to assess their learning steps throughout their lesson. Furthermore, they would discuss their reasoning with a member of staff which I found was much more effective for them as they were fully able to reflect on their learning.



Cross-Curriculum Responsibilities

Here is a screenshot from a lesson plan which identifies the cross-curricular links from an IT lesson in a year 3 class. The lesson was mainly focusing on enhancing the pupils' knowledge and understanding on PEGI ratings. Within this lesson, there was a clear link between the three main elements of Cross-curricular. The DCF was linked in via the PEGI ratings, relating the ratings to the different technology consoles/games they have experienced. There were also examples that I brought into the lesson physically for all of the pupils to visualise the PEGI ratings in an authentic way. The numeracy was linked in by the sorting element of the lesson; the pupils had to sort the PEGI ratings into the relevant content into tables or Venn diagrams. Finally, the literacy was incorporated into the lesson by the use of language that the pupils were using, to discuss and organise the PEGI ratings correctly. During the lesson, I allowed time for the pupils to have discussions with their peers on the topic to enhance their literacy too.

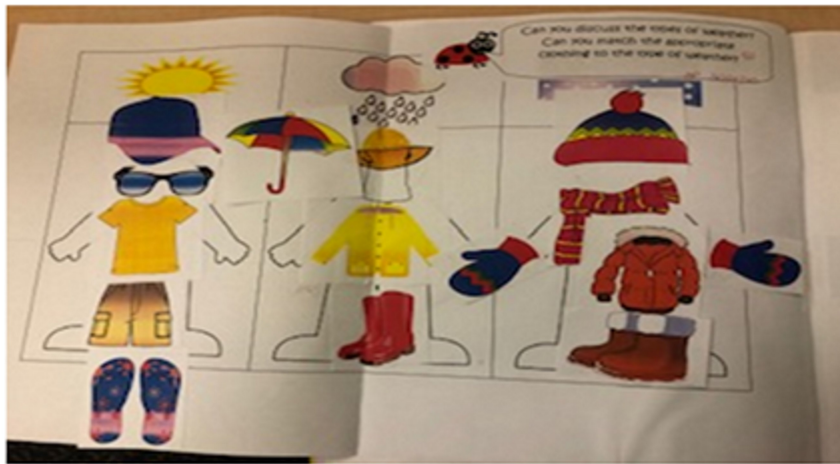
Font	PS	Paragraph	PS	Styles	PS
minutes Teaching & Core Learning	I will explain that the focus of this lesson is to explore what PEGI ratings are and the importance of them. <u>Differentiation</u> All pupils will have access to the resources on their tables. - T, H and L (SK) To match up PEGI Rating to relevant content. - Leeks To match up PEGI Rating to relevant content. - Dragons Sorting PEGI Rating images into a Venn diagram with headings. - Daffodils Sorting PEGI Rating images into a Venn diagram with headings. - Harps Sorting PEGI Rating images into a Venn diagram and create headings.				- explanation of the focus of the lesson. Pupils should engage when answering any questions and feedback with appropriate answers. - Pupils will work on their tables independently completing the set task. - Pupils to respond to any feedback and targets given by the teacher. - Pupils to ask further questions should they not understand what is required of them. Cross-Curriculum Links Maths – Use of a Venn diagram to organise. Literacy – Explain reasoning of organised ratings. DCF – Links to PEGI Ratings.]

Additionally, here is another screenshot of another lesson plan which shows cross-curriculum responsibilities in a science lesson, again for a year 3 class. Similarly, to the IT lesson, this science lesson has links to the three areas: DCF, numeracy and literacy. I found that both of these lessons went significantly well and the cross-curriculum responsibilities were recognised by some of the pupils. I believe that if there are cross-curricular links in lesson plans, then it is important that the pupils are able to identify the links too. This then allows the pupils to engage further into their learning.

minutes	PS	Paragraph	PS	Styles	PS
Teaching & Core Learning	I will start the lesson by introducing the Mohs Scale with the use of a powerpoint. I will then explain how this is going to help us when investigating rocks. I will explain to the pupils that we will be completing a scratch test on the different rocks that we have in school. <u>Task</u> The task will consist of scratching the different rocks that are available and recording the outcome of the scratch. The pupils will use different objects to scratch the rocks: -Finger tips -2 pence coin -Nail I will divide the rocks on to the different tables and will explain that I want the pupils to move around all of their tables to complete their experiment. All of the tables will have copies of the Mohs Scale on to reference too, rocks and coins and nails to scratch the rock with.				- explanation of the focus of the lesson. - Pupils should engage when answering any questions and feedback with appropriate answers. - Pupils will work on their tables independently completing the set task. - Pupils to respond to any feedback and targets given by the teacher. - Pupils to ask further questions should they not understand what is required of them. Cross-Curricular Links DCF – Practical investigation of the rocks. Maths – Recording findings in to a table format. Literacy – Conclude their findings in an summary paragraph using key words.
					Rocks Table for the pupils to

Authentic Contexts for Learning

As shown below, there are two images of pieces of work that a pupil has completed applying their knowledge to an activity, linking with an authentic context to the task through discussions. This work was done in a nursery class, in small groups to emphasise on the importance of the learning that each pupil would experience. The explanations and discussions with the pupils allowed the pupils to relate the learning to the real-life experiences that they were aware of. It also allowed the pupils to learn the key information in both activities and linking it to their understanding in the real world. This worked well, which allowed the children to openly discuss the variety of opinions or thoughts they may have had.



Critical Reflection

A written critical reflection of your progress in planning and implementing the pedagogical principles, with recommendations for ensuring further progress.

Introduction

This assignment will involve critical reflection of examples of the implementation of three pedagogical principles that was used within the first part of Professional Teaching Experience (PTE). The three principles that will be explained in this assignment will be how good teaching and learning can enhance, Assessment for Learning (AFL), Cross-Curriculum Responsibilities and Authentic Contexts for learning. These principles will be illustrated by the planning and resources that were used in PTE. This assignment will also explore the context of professional teaching through practice, linking to literature and practical experiences relating to those chosen three pedagogical principles outlined by Donaldson (2015). These are:

- Good teaching and learning means employing assessment for learning principles.
- Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.
- Good teaching and learning creates authentic contexts for learning.

Assessment for Learning

The first pedagogical principle to be discussed will be the employment of assessment for learning. It is understood that assessment for learning was previously highlighted as the major means of raising standards, especially for lower attaining pupils (Black and William 1998). From this, the Black and William (1998) research indicates that assessment for learning is important for effective learning and reporting on achievement. Additionally, the forms of assessment need to be efficient, they need to be relevant to the pupils reflection of the exact learning that they experience. Donaldson (2015) believes that good assessment needs clear understanding of what is to be learned should be used as a way of gathering evidence about what it is that is achieved. Similarly to what has been identified, Wiliam (2011) states that understanding the impact that assessment has on learning requires a broader focus than the feedback intervention itself, particularly the learner's responses to the feedback, and the learning environment in which the feedback operates. With this in mind, it is understood from this information gathered that the use of assessment is vital in education and has a significant importance on the learners' education.

Black and William (1998) also suggest recommendations that children should be encouraged to assess each other to involve pupils in their own learning. From experience in PTE, I recognised this. At the end of most if not all of the lessons that I taught, the children would self-assess their work using a thumbs up/thumbs to the side/or thumbs down, determining to how easy/difficult they found the work. With this in hand, the children were able to understand how they can develop their learning further. In addition to this, I allowed time at either the end of the lesson or the end of the school day to discuss with all the children the learning that they undertook and had the children explain their reasoning behind their self-assessment thumbs. This was an effective approach in gaining pupil response to improve their AFL. On times, there were pupils who may have been misunderstood on their learning but have reflected on their learning in a positive way, or vice versa. So, this implied that the strategy could be done slightly different to ensure there is no confusion between the pupils and the teacher and that the pupils' AFL could be done effectively. I found that the children work significantly hard with their activities and then even more in understanding the ways of assessment in these activities. Self-assessment is known to have a positive impact on an individuals' learning. This suggests that AFL has an important role in education and should be used in the most effective way to support pupils during their learning experiences. Donaldson (2015) states that If children and young people are to develop the capacity to learn throughout life, they need to be able to reflect and diagnose their own progress and further learning needs. That means developing the skills of self-assessment and the disposition to deploy and act on those skills. Self-assessment is therefore an important way

of helping children and young people to take more responsibility for their own learning. By reflecting on their understanding and performance in relation to clear criteria, they can identify areas of difficulty that might not be easily seen by an external observer. On the other hand, Donaldson also refers to the importance on peer assessment too. He states that peer assessment involves children and young people assessing one another's work in pairs or in groups. Thinking about the performance of others can be an important learning experience for the person undertaking the assessment as it requires a depth of understanding of the nature of the learning itself in order to make such evaluations. Within my PTE I provided the opportunity for the children to peer assess their reading skills; it went along with an approach that the school initially provides. I recognised how important peer assessment was during this and how much it aided all pupils individually. Each pupil benefitted from this strategy, as it developed those at a lower ability with the help from their peers rather than the teacher and also provided those at a higher ability to become leaders and aware of their peers who may need extra support which they can then offer. Although this strategy seemed to work well in the year 3 class, I found that it could be slightly improved by adjusting the peers. Normally the pupils were able to choose their own peers to read and assess with, but I believe that the teacher should have some input in these decisions to ensure that the task is being carried out in the best way possible which is effective and relevant to all pupils involved.

In order to develop assessment further into the new curriculum and the education for future pupils the Welsh Government acknowledged weaknesses in its assessment framework and that assessment for learning approaches are not well understood and embedded (Donaldson, 2015). Its educational improvement plan recognises that there is a need to provide the kind of high-quality feedback that comes from good formative assessment; assessment for the purpose of informing the next steps in teaching and learning by identifying whether children and young people are progressing as intended also if the achievements of children and young people in Wales are to improve (Donaldson, 2015). When considering the best ways to approach assessments in education it is noted that there are four main elements of AFL. Wiliam (2009) considered these areas in the work that was produced in clarifying AFL. The four elements include:

1. Sharing the criteria with learners.
2. The quality of questioning.
3. The use and quality of feedback.
4. The use of peer and self-assessment.

From Wiliam (2009) research, the four main elements of AFL can be further explained. When sharing the criteria, it enables the learners to understand what will make their work good and will allow the learners to understand the standard of work they are currently at and what they need to work towards to succeed in their learning according to the criteria. Next, the use of quality questioning allows the learners to actively think about their answers and explain their ideas to other learners to reinforce their learning and understanding. It also encourages the learners to create discussions based on good appropriate open questions. Additionally, the use of ongoing quality feedback allows learners to keep on track of their learning and enables them to act on the feedback in order to work on their next steps. Furthermore, peer and self-assessment aid learners in becoming more independent within their learning experience and can also benefit from evaluating others work to analyse and compare with theirs.

Cross-Curriculum Responsibilities

The next pedagogical principal to be discussed is how cross-curriculum responsibilities is reinforced in good teaching and learning. Cross-curriculum responsibilities involves learning that establishes patterns of information between different academic subjects (Twinkl, no date). Additionally, it is understood that cross-curricular learning recognises these multiple viewpoints and seeks to build more knowledgeable, lasting, and transferable understandings of the world around us. Cross-curricular teaching and learning has a long history. Plato referred to the importance of linking emotional, practical, and intellectual skills, combining music and movement, drama and literature, philosophy, and politics (Barnes, 2015). Ensuring that cross-curriculum responsibilities are engaged in education can offer a creative way of developing knowledge, understanding and practical skills through a study of interconnected topics. It can also be a common way of expanding knowledge on a specific subject is to study the history of that topic and apply that learning to other teaching lessons (Twinkl, no date). To expand, ensuring that cross-curricular responsibilities is included

across the whole education system then it can broaden knowledge. Having effective cross-curricular learning can involve a wide variety of different subjects, but it more usually relies upon links between only a couple of key subjects. By effective cross-curricular learning, I mean that if it is there, then it must be relevant and important to all pupil learning; there must be a purpose. Also, making sure the links between lessons are natural and not forced is key to a successful cross-curricular learning strategy (Twinkl, no date).

Welsh Government (2020) states that Literacy, numeracy and digital competence are mandatory skills across all areas of learning and experience and will need to be considered within all curriculum design. Although, from having discussions with teachers in my PTE who believe that all subjects can be used as part of others, they believe that the more knowledge that can be interpreted in many lessons can enhance learners' educational experience and aid them in their development. To somewhat degree I agree with these beliefs but there could be limitations in this approach such as, overloading the pupils with too many ideas and content in their learning. I think that if there were too many links to other areas of learning in all lessons then there could be some confusion on what the main focus of that current lesson is and then the pupil may lose engagement in their learning. It is clear from the research carried out by the Welsh Government (2020) that cross-curriculum responsibilities in teaching and learning is important for learners' education. For this to be successful and to engage with that important factor then it is the responsibility of all teachers, across all curriculum areas, to develop and ensure progression in these skills. How literacy, numeracy and digital competence skills are developed in and across the curriculum will be decided at a local level and will fit with individual schools' approaches (Welsh Government, 2020).

In relation to the new curriculum, Donaldson (2015) recommends that literacy, numeracy, and digital competence should be Cross-curriculum Responsibilities for all teachers and people who work with children and young people. The curriculum structure needs to ensure that children and young people develop high levels of competence in these aspects and have frequent opportunities to develop, extend and apply them across the curriculum. This would be down to the teachers approach in how they deliver the cross-curricular links in their teaching in order for the pupils to gain excellence from it.

From my experience in PTE, I found that there was a significant emphasis on cross-curricular teaching. After discussing this with the teachers and having to apply it to my own practice, I understand that the more teaching with cross-curricular links that the learner receives then there's a larger chance of the learner developing their learning and enhancing on their understandings. It is noted that cross-curricular learning allows for more inter-connected lessons that capture the learners' imagination. It also enables them to identify patterns of information between subjects that will help to enforce key knowledge (Twinkl, no date). Although, during the PTE, I found ensuring that there were cross-curriculum responsibilities involved in the teaching and learning quite difficult especially when trying to ensure the pupils were aware of the cross-curricular links. As stated previously, I believe that the pupils should be aware of the links and should understand them significantly and as I was not confident in implementing this approach into my teaching, I feel that there may have been confusion to the pupils which could have had a knock on their learning.

To develop and continue to include cross-curricular approaches within teaching and learning will allow learners to enhance their knowledge and keep building on what they already know to widen their understandings. Children and young people should have their learning developed across the curriculum through three Cross-curriculum Responsibilities that should be the responsibility of all teachers: literacy; numeracy; and digital competence (Donaldson, 2015).

Authentic Contexts

The third and final pedagogical principle to be discussed is authentic contexts in education and how creating authentic contexts can enhance good teaching and learning. Authentic learning is a term used to describe instructional strategies that are designed to connect the subjects that are taught in school and university to the real world (Stenger, 2018). Additionally, authentic learning can support the children's knowledge and understanding the link between their education and real-life experiences. Authentic learning experiences help children understand the relevance of what they are learning and how they can apply their skills in the professional world (Stenger, 2018).

Donaldson (2015) believes that the new curriculum should provide an authentic approach and promote the spiritual, moral, cultural, mental, and physical development to the pupils of

Wales. He believes that this is an important element for the pupils as it can prepare them for the opportunities, responsibilities, and experiences for their later life. Authentic learning prepares learners for the real world. The most important benefit of authentic learning is that it prepares students for the real world more effectively than traditional classroom-based learning (Stenger, 2018).

It is understood that the new curriculum has an emphasis on encouraging schools and teachers to apply an authentic approach to their teaching which will enhance the pupils learning. After reading into the document 'Successful Futures' by Professor Donaldson, it is relatively clear to understand this approach. He states that "it is important that children and young people see the relevance in their learning to the world beyond the school gates and that opportunities are taken to forge links to that world" (Donaldson, 2015). In order to embed this into the good teaching and learning it is important that schools follow the guidelines from the government. The Welsh Government has encouraged outside agencies to work with schools. Visits and visitors can help to bring abstract learning to life. Similarly, the internet opens up immense possibilities to access resources, explore sources and engage with real-life issues (Donaldson, 2015).

During PTE, it was easily understood how important it was to include apply authentic contexts to my teaching and the pupils' learning. This was done by relating many of the lessons and learning relevant to their life experiences outside of school, for both present and future time in their lives. I found this had a really positive impact on the children's learning as they were rather engaged in their experiences around them. It is seen in the evidence that the work produced by the children had authentic links to them, but more importantly during these working activities that were undertaken, there were many discussions between myself and the pupils on how they could relate this work to their real-life experiences and how they recognise the similarities and links between inner and outer school life. The children were rather engaged in these activities and thoroughly enjoyed talking about their life inside and outside of school, and even more so, linking their learning to their lifestyles. Within one of many discussions I had with the pupils, one explained to me that the learning that they had just undertaken felt real, it allowed them to make the link with their home life and was excited to engage in more activities like this. This clearly had a positive impact on that child, and with the hope that this approach is continuously applied throughout the rest of their education then that child could really succeed in their future life.

In order to continue to apply an authentic context approach in teaching and learning it is important that the schools, teachers, and learners to engage with their surroundings in and outside of school life. I believe that this is a great technique to use in education as it enables learners to broaden their imagination and continue to build an open mind towards the outside world. As well as, find out new information that could be more relevant to them than they initially realise. I would suggest that adapting most if not all lessons with authentic approach so that the learner's interests are at the heart of their education. I think this would create much more pupil engagement throughout school life.

Conclusion

To conclude this piece of work, I would like to firstly start off by saying that researching into the three pedagogical principles and applying them to my practice in the PTE was interesting and has definitely provided me with the confidence in adjusting to the new curriculum that Wales is undertaking. It has opened up a wide opportunity for a successful education. I feel that from my experiences on enhancing the understanding on these principles have made me more aware of them in which I can work on them effectively to deliver successful teaching strategies. Each pedagogical principle that was explained in this piece of work was relevant and enhanced my understanding on the new curriculum. From my work relating to these principles in the PTE, I have expanded on continuing to applying these good teaching and learning approaches in my future practice.

To summarise my research on, I have found that 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 next and how best to get them there. Also, AFL tools can be used to find the learner's current position, move the learner on towards his/her next step (ZPD), act as checks on the journey to reaching the next step, and to discover if the next

steps have been reached (Welsh Government, 2010). Moving on to cross-curricular responsibilities, it has been found that in order to achieve a well-rounded successful education for all, it is important that teachers adapt and include this in the pedagogy strategies. Most importantly, building upon the learners' prior knowledge and applying it throughout their education will aid them in developing further (Welsh Government, 2020). Finally, in regard to authentic contexts in education, it is significantly important that teachers need to ensure that they provide an education that is relevant to the real-life situations that has an effect on the learners' experiences (Almisnid, Wales, Whitham *et al*, 2017).

References

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