

ECAD6008

Monday, December 2, 2019 9:19 PM

Name : Mari Gwenllian Roberts

Student Number : 1902865

Pathway: PGCE Primary

Targets from Previous Assignment:

Target	What I have done
Ensure all references are correct.	Refer to Harvard referencing handbook for every reference made.
Aim to support all points made.	Ensure that I have evidence from literature to support my points and opinions.
Be careful when describing that you do not compromise anonymity by giving too much detail.	Aware of any details that are too personal or specific and keeping details limited to maintain anonymity – following BERA guidelines

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1902865_student_uwtsd_ac_uk/Et64OOV-wTxGuPmk6RxhyTAB1pUq7IUmaQ3EUctoLm4eQ?e=brLUwl

Worded problems

Monday, December 2, 2019 9:19 PM

Day 16 - 7 Tachwedd

10 - To use subtraction to work out worded problems.

Weekly limits on Rationed food

Butter 55g	Bacon/Ham 110g	Sugar 220g
1 egg	Tea 55g	Cheese 55g
Milk 180ml	Sweets 330g	Jam 220g

For supper on Monday, Mary had a cheese and ham omelette. Here is the recipe she used:

- 34g Cheese
- 1 egg
- 60ml Milk
- 50g Ham

How much of each ingredient does Mary have left for the rest of the week?

① 55
 $- 34g$
 $21g =$

② 1 egg
 $- 1 \text{ egg}$
 $= 0 \text{ eggs}$

③ 180 ml
 $- 60 \text{ ml}$
 $= 120 \text{ ml}$

④ 110 g
 $- 50 \text{ Ham}$
 $= 60 \text{ g}$

Challenge

On Tuesday, Mary had a jam sandwich. Here is the recipe she used:

- 2 slices of bread (not rationed)
- 31g Butter
- 29g Jam

How much of each ingredient does Mary have now?

⑤ $220g$
 $- 29g$
 $= 191g$

⑥ $55g$
 $- 31g \text{ BUTTER}$
 $= 24g$

fun with numbers!

This was the first lesson I taught my year 5 class. They had been studying subtraction for a fortnight, and their topic for the term was World War 2.

This gave me the opportunity to plan a lesson where the children had to recall their knowledge on subtraction and World War 2 to solve worded problems.

During the introduction we discussed key words and phrases that would help identify whether a worded question required addition or subtraction. Then, the children would use their knowledge from previous lessons to decide which method they would prefer to use as well as apply their knowledge on synonyms and reading skills to understand the question. Donaldson (2015) states understanding of number with literacy, to reinforce and use their numeracy skills in different contexts.

I used true rationing limits which gave the children a greater understanding of what life was really like during World War 2.

Hot-seating

Thursday, December 12, 2019 3:55 PM

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	To give a description and reasons of asylum seekers and compare similarities to refugees. Show a short video of a refugee from WW2 and a modern day asylum seeker - https://www.youtube.com/watch?time_continue=7&v=utM6uFb8VNw Interview with asylum seeker children - https://www.youtube.com/watch?v=hLRKh8oxTVc	To use prior knowledge to compare refugees and asylum seekers. To watch videos and recap on extract from book. Recap on previous lesson where they thought of questions and possibly develop them further.	Powerpoint Video Extract from 'The boy at the back of the class' pg 106-112.
Teaching & Core Learning	To discuss as a class ideas for questions and answers and show example Allow time for children to ask questions and share ideas with a possible opportunity to 'maggie' ideas if necessary	In groups of 3 (mixed ability) discuss possible reasons and answers to the questions constructed.	iPads Q&A Table Example
	To present activity of hot seating and put children into groups Go around groups providing feedback and support	Organise group to 1- asylum seeker 1-interviewer 1-camera person to undertake hot-seating activity Undertake interview with asylum seeker and record using iPads	
Plenary	To ask children to swap iPads with another group and watch their interview.	Discuss the emotions that came through in their peers' video. Identify one aspect of their peers' video that could improve theirs. (one star)	

Here is a lesson plan that I was asked to plan and teach based on the whole-school topic, which was empathy. I used this opportunity to link their class theme to empathy by teaching the children about refugees and asylum seekers. I chose to develop their knowledge on refugees to modern day asylum seekers for the children to have a current issue that in occurring across the world in present time. I believe that this gave the children a more genuine practice of empathy.

I chose to make this into a hot-seating activity so that the children could express empathy visually and verbally.

Giving the groups roles allowed the children to be more independent on their task. One role was to be a camera person which was an effective way to share their creations for the plenary.

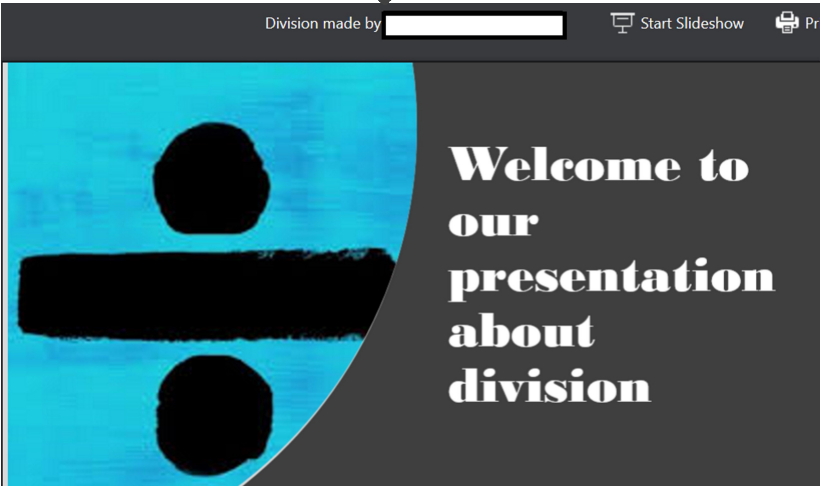
As stated in the Digital Competency Framework (DCF), children showed an understanding of selecting appropriate software to complete given tasks in order to use text, image, sound, animation and video and saved work using an appropriate file name, e.g. child's name and simple title.

Although the children worked in groups to help each individual with their role, next time I introduce DCF into the planning of a lesson I would like to ensure that every child had the opportunity to develop their DCF skills.

PowerPoint

Thursday, December 12, 2019 3:55 PM

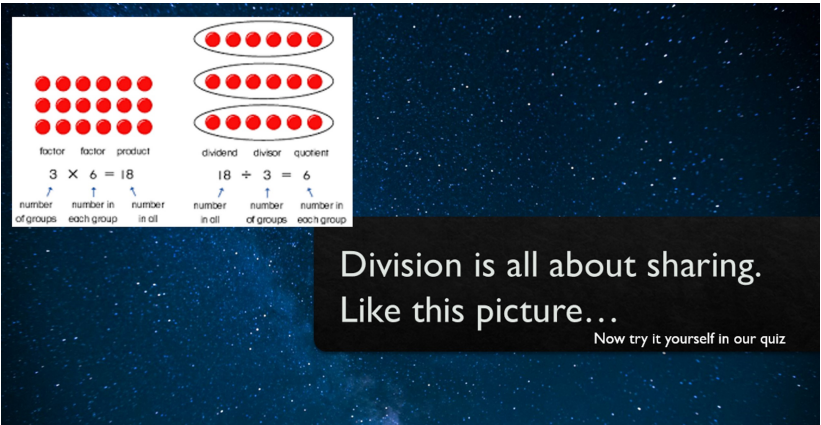
Saved work using an appropriate file name, e.g. child's name and simple title.



To reinforce a previous mathematics lesson, I planned for the children to create a PowerPoint following the success criteria through hwb as displayed. This provided the opportunity to enhance their creativity as well as their digital competency skills.

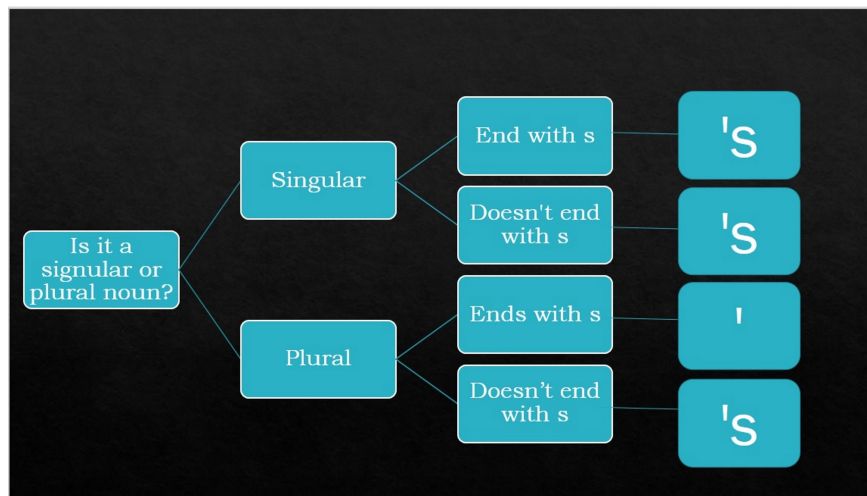
I found with this activity every child was enjoying using the laptops, researching relevant images and links, and practicing skills such as using the internet, creating and saving. This worked well because the children were reinforcing their knowledge on division, but didn't appear as a mathematics.

To develop this further, next time I would introduce the children to referencing and adding to the success criteria to state the websites they used in the footer.



Success Criteria

Thursday, December 12, 2019 3:54 PM



I used a variety of success criteria including ones created by myself and as a class. As seen in figure 1, is a form of success criteria that I modified to give a clear step-by-step guidance with an aim to increase achievement and confidence in the task.

The second picture is a success criteria that the class created. I typed this up to display because from previous experience creating success criteria, that for me was quicker than writing on the board.

I found that using success criterion showed me that the children were understanding what was expected at them. They aided with the marking as children were able to refer back to the criteria throughout and when completed the task to self-correct before I marked.

These also worked well for self and peer assessment where they could compare work to the success criteria and create targets for next time.

Success Criteria

- Use speech marks to open and close what is said " "
- " " whenever someone is talking
- Start a new line when some one new is talking
- Use a capital letter when you open a speech mark
- Punctuation before you close the speech mark ? , , !
- Use an interesting reported clause in past tense
- Double check spellings

Good behaviour management

During group 1 session, Miss Robert was pushing the children's learning with her questioning.

Pit stop plenaries used to remind children to refer back to the Success criteria.

Peer Assessment

Monday, December 2, 2019 9:19 PM

Handwritten student work on grid paper showing multiplication problems and their solutions using a grid-in method.

Problem 1: $342 \times 8 = 2736$

X	300 ✓	40 ✓	2 ✓
8 ✓	2400 ✓	320 ✓	16 ✓

Problem 2: $675 \times 7 = 4725$

X	600 ✓	70 ✓	5 ✓
7 ✓	4200 ✓	490 ✓	35 ✓

Problem 3: $325 \times 6 = 1950$

X	300 ✓	20 ✓	5 ✓
6 ✓	1800 ✓	120 ✓	30 ✓

Problem 4: $464 \times 5 = 2320$

X	400 ✓	60 ✓	4 ✓
5 ✓	2000 ✓	300 ✓	20 ✓

Handwritten calculations to the right of each table show the standard multiplication process.

As my experience developed, I often used peer and self-assessment during mathematic lessons. I think this was a very effective way of marking as the pupils were able to take responsibility of their own work as well as recognising good work while comparing against the success criteria.

Using peer and self-assessment is a method that allows work to be marked during the lesson which relieved my time and provide instant, and therefore, effective feedback.

However, I did not attempt to use this method in other lessons such as literacy. Reflecting on this I believe it is because of the lack of confidence as the marking can be more complex, whereas often in mathematics and numeracy, answers are either correct or incorrect.

Handwritten student work on grid paper showing a list of numbers and a challenge question.

Challenge

To build one tower you need 8 bricks. How many towers can you build with 976 bricks?

Handwritten calculations show the division of 976 by 8, resulting in 122.

Handwritten student work on grid paper showing a list of numbers and a challenge question.

Challenge

To build one tower you need 8 bricks. How many towers can you build with 976 bricks?

Handwritten calculations show the division of 976 by 8, resulting in 122.

Displaying the answers on the board as seen in figure 3 appeared to work well for groups 1 and 2 as it gave the children a greater sense of independence and responsibility. However, I believe that the lower ability groups found this more challenging and required step by step guidance to marking their peers work, therefore I believe that a different approach of going through each answer was more suitable for groups 3 and 4. This method also provided more reinforcement with the method by going through the answers as a class, as well as improved concentration.

$$6.9 \overline{)558}$$

$$7.6 \overline{)847}$$

Challenge

To build one tower you need 8 bricks. How many towers can you build with 976 bricks?

$$122 \overline{)976}$$

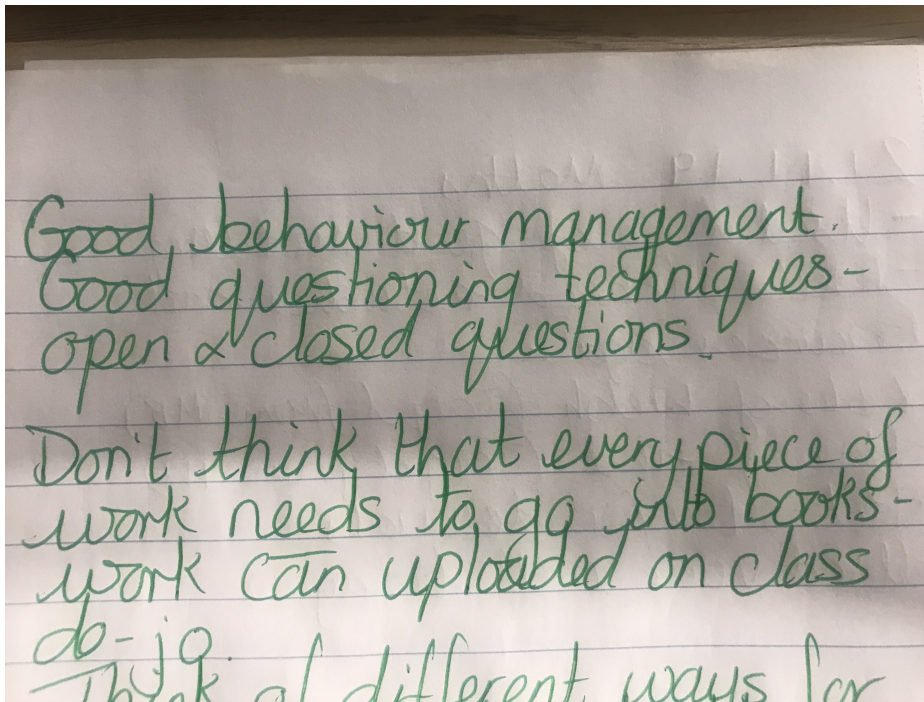
122 towers.

Improved concentration.

Questioning

Thursday, December 12, 2019

3:55 PM



Give at least 4 adjectives or words that could describe the emotions felt in the following pictures.



Here is a lesson based on the whole-school project, the empathy lab. I chose to use this first lesson on empathy as a practical lesson where discussions and developing quality of talk in order to comprehend what empathy is.

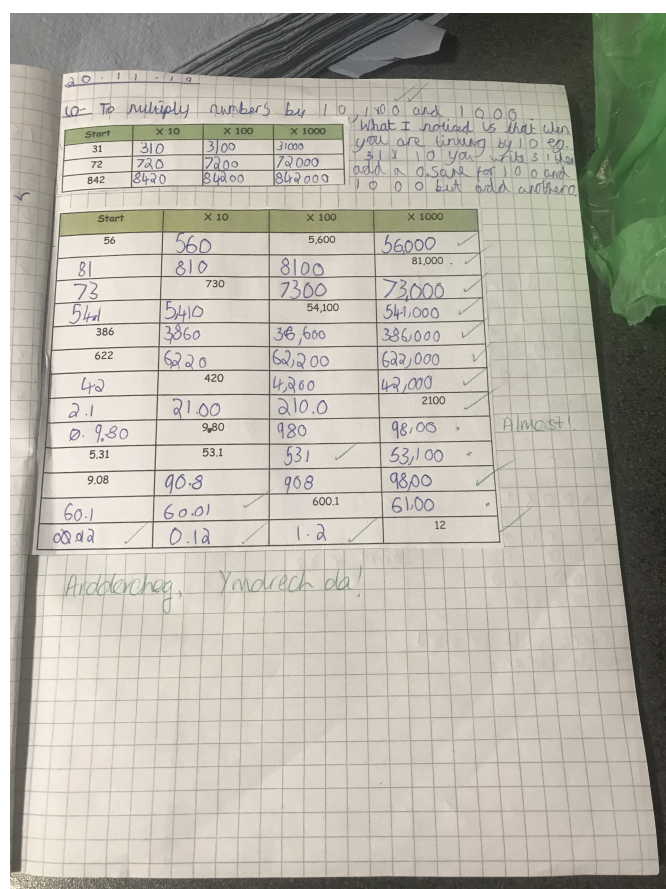
I presented a PowerPoints, seen on the right, and open questions following Bloom's taxonomy in order to construct meaningful answers.

'Questioning is the driving force of developing thinking and assessment for learning in the classroom' (WAG, 2010a: 16)

I believe that my questioning in class worked well for children to discuss different perspectives, however next time I may plan the lesson using a context with authentic input to make the learning more relevant for the children, and be able to use outside of the classroom.

Eliminate misconceptions

Monday, December 2, 2019 9:26 PM



For the warmup of a lesson I planned to recall ten times tables that gradually got harder, for example 78×10 . After the warmup I asked the children how they were able to do very difficult, large numbers by multiplying by 10 but not able to multiply by a smaller number such as 78×2 as quick. This allowed the children to have time to think and explain the process they were familiar with from prior knowledge. As seen in the picture of a pupil's book, they explained "I know that when you are *timsing* by 10 e.g. 31×10 you write 31 then add a 0."

This opened the opportunity to eliminate any misconceptions and explain a true explanation of the process (numbers shift and hold place value) when multiplying by 10, 100 and 1000. As stated in Curriculum for Wales 2022 a teacher should access the prior knowledge in order understand the new topic (Donaldson, 2011).

Some children found this method difficult to process but all agreed that the new method using concrete apparatus to help, allowed them to work out more correct answers- especially when considering multiplying by decimal numbers.

Challenges

Thursday, December 12, 2019 3:56 PM

20.11.19

L.O: To multiply numbers by 10, 100 and 1000.

Order these numbers from biggest to smallest.

2.50
2
2.8
20.1

33.0
33
33.000
33.00

These are all the same!

Chronological Report

Language/Text Features

Describe what things are like, not in time order. Describe characteristics, the way things are, to give information.

Describe what things are like, not in time order. Describe characteristics, the way things are, to give information.

Describe what things are like, not in time order. Describe characteristics, the way things are, to give information.

Tuesday November 26th

L.O - to use direct speech speech marks.

Suggested

hinted

Said

announced

Reported clause

Asked

Replied

begged

Requested

Responded

backtalked

called

yelled

Shouted

Screeched

answered

Screeched

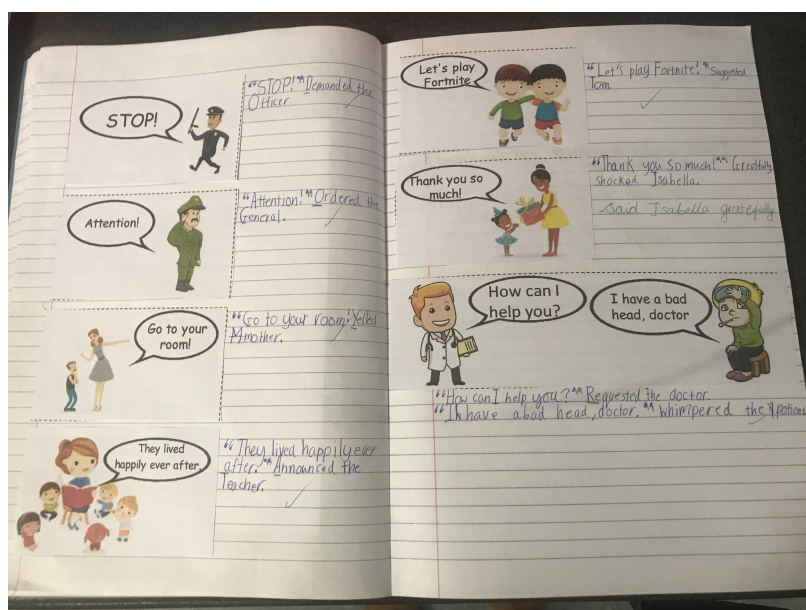
Here I have accessed their prior knowledge by recapping and reinforcing skills that they have learned previously. I found this useful as they were tasks the children could complete independently with very limited support or guidance.

This allowed me time to prepare other aspects of the lesson and improved the pace of the lesson significantly.

In a mixed ability class, a priority of mine was maintain pace and challenge for the pupils as they all worked at different speed. Through using 'warmup' challenges that were accessible every child could work at their own pace after completing the lesson objective in their workbooks.

Children's interests

Thursday, December 12, 2019 3:55 PM



During this grammar session on speech marks I asked the children to convert the pictures given into sentences including speech marks.

From previous grammar lessons I found that the overall attitude towards English grammar was unenthusiastic and tedious.

Following this observation I decided to add colour and pictures to make the work interesting and ensured the written work short limited (with opportunity to extend) in order to gain interest and therefore motivation.

In particular, I found that showing an understanding of children's interests by involving popular games such as 'Fortnite' motivated the children further.

As this question was near the end I noticed that the children were motivated to get to this particular question which I believe would not have had the same affect if Fortnite was a question at the beginning.

Reflective Conclusion

Monday, December 2, 2019 9:27 PM

Introduction

In this section of the assignment, I will be reflecting on the implementation of three chosen pedagogical principles during the first part of my Professional Teaching Experience (PTE1). This was placed in two Year 5 classes that tended to be split into 3 ability groups whenever necessary and possible: Higher, middle and lower abilities.

Critically reflecting is not necessarily focussing on negatives as the word perhaps suggests; but to question, compare and challenge work undertaken (Grigg, 2010) as well as giving informative suggestions of further development through my research to prepare myself for the second part of my PTE (PTE2). Reflective practice promotes and maintains awareness to guide learning and professional development and therefore strategies and actions towards maximising successes (Tripp, 2012). Analysing and researching practice promotes professional judgement (ibid, 2012).

The remainder of this reflection is divided into three subheadings, representing each of Donaldson's pedagogical principles that I have chosen to reflect upon.

Pedagogical Principle: Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest

As this principle suggests, familiarity of a topic is key to gain one's interest and motivate children within a classroom. As a student-teacher, working with a new class was challenging due to the short amount of time (5 weeks) I had to familiarise myself with the learning that had already taken place. Although I had the opportunity to observe the class and look through their books prior to my PTE1, I still found some difficulty identifying what skills, rather than the information, the children already had practiced. Hattie (2012) suggests that in order to prepare a balanced lesson that would be both challenging and achievable, it is important that the teacher understands the pupils' prior knowledge.

As supported by Piaget's research, the constructivism learning theory suggests that in order to make sense and gain an understanding of new information, there is a process of linking previous knowledge and experiences (Rose & Wood, 2016). Therefore, it was essential for me to consider how to link new topics and information to familiar experiences or knowledge. By following this, children should be able to recall knowledge and link with new information. Therefore, a greater possibility of storing information in the long-term memory through recollection, practice and reinforcement (Atkinson & Shiffrin, 1968).

During my PTE1 I reinforced skills and knowledge during warm up activities and plenaries as presented in my illustrative examples. I found that this gained the children's engagement and confidence during these tasks. They were comfortable with what was required of them and recalled information from previous lessons. This method had only developed towards the end of my PTE1 which was driven by my target of improving the pace of a lesson and the advantage of time to the understanding of the children's prior knowledge.

In particular, I found that building a positive relationship with pupils allowed me to gather further information about their interests. Referring back to illustrative example 4, Fortnite was considered a very popular game for every individual in the class. By using interests that the pupils associate with enjoyable and recreational activities, helped develop a positive

attitude towards the learning of the task and therefore, engagement. However, on reflection, I believe that my understanding of this game was minimal, and I lacked in research by including Fortnite in a worksheet. Although, while the game was considered acceptable at home according to the children in my class, next time I will need to contemplate what is legally appropriate for the children's age range. This is a lesson learnt that I would ensure to research suitability for the remainder of my PTE and career.

As suggested by Hattie (2012) an individual's dispositions have a great influence on their learning including their motivation and confidence to learn. Therefore, during introduction tasks I had to ensure that the work was achievable to avoid failure. Hayes (2010) suggests that learners with greater confidence have a clearer understanding and awareness that they may not succeed at everything. Therefore, if a task is too difficult it could affect one's self-esteem, and therefore the motivation and interest of the individuals will decrease. As I mostly used these opportunities at the beginning of a lesson, it was particularly important to ensure the balance was both challenging and achievable to gain and maintain interest for the remainder of the lessons. Confidence has a significant and measurable effects on emotion and motivation (Plaks & Stecher, 2007). Ibid (2007) describes confidence as malleable, which is considerably important where the new curriculum will have a greater focus on health and well-being.

Another aspect that should be respected when obtaining previous knowledge is, as suggested in my illustrative example 1, that some knowledge may be redeemed incorrectly. Therefore, it is important to understand the perceptions pupils have of previous lessons and experiences in order to eliminate any misconceptions and manipulate the memory by reinforcing correct methods or factual information. Developing autonomy correctly can lead to successful learners (Benson, 2011). However, this statement suggests that it is vital to acknowledge and control the practice taken place.

During my placement I mistakenly explained the definition of 'factor' incorrectly. Fortunately, I noticed this during the lesson and was able to re-explain the definition correctly to the children before they undertook the task. Vygotsky's social development theory suggests that learning occurs when interacting with a more knowledgeable other (Palincsar, 2005). Therefore, it was vital that when teaching children new information that it is accurate and correct.

Similarly, in example 1, eliminating 'tips and tricks' from previous school years was essential for children to grasp correct method that can be progressed in future lessons. The method that they were familiar with (adding a 0 when multiplying by 10) appeared to be efficient for the level they had been working. However, as they progressed through school and began using decimal numbers it was clear that their previous method would not work. I acknowledged that introducing a new method could be difficult and confusing for the children. As suggested by Sedig (2009) visualisations allow children to use visual images to support their maths thinking, such as a visual apparatus for concrete learning as pictured below:

TTH	Th	H	T	U	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					.			
					.			
					.			
					.			

I created laminated tables including the decimal point in order for the children to have a visual representation of the movement of place values and how to hold them under the correct column. I found that this method worked well, and I will continue to develop using concrete apparatus and practical demonstrations to aid the understanding of my learners

throughout my PTE and career.

For the second part of my PTE (PTE2) I will take advantage of the time provided to observe to help implement this pedagogical principle. I will be observant of my new class in the Foundation phase in order to recognise interests and prior knowledge of the children. Bronfenbrenner's ecological systems theory's microsystem (Bronfenbrenner, 1979), in early childhood, a child's interaction with immediate environment has the initial and a significant effect on one's learning. This proposes that prior knowledge is strongly influenced by family and home settings. This is important to consider when dealing with foundation phase children at such a young age who learn daily from input at home as well as school. During my placement I will stay aware of the possible variations of the input at home and ensure that the support provided in school is equal in order for every individual to reach their full potential.

Pedagogical Principle: Good teaching and learning means employing assessment for learning principles

During university I received an appreciable amount of information on assessment for learning, and its importance to apply during my Professional Teaching Experience 1 (PTE1). I believe that through the knowledge gained during lectures, I was inspired to use a variety of Assessment for Learning (AfL) strategies that developed naturally throughout my PTE. When using AfL strategies, I did not feel forced or uncomfortable; but improved my confidence and knowledge of where each individual's level of learning is at throughout the lessons. Such strategies have been proven to raise efficiency of teaching and learning (Black & Wiliam, 1998) as well as motivation and pupil performance.

I found that AfL strategies such as 'show me' on mini white boards is not only an alternative form written work, which by adding a new interest, maintains concentration and interest with change (Atkinson, 2017), but also provides the opportunity for every individual to contribute to the lesson. AfL allows children to present their understanding and therefore be offered instant feedback by teacher or peers. The behaviourism theory of learning supports that effective feedback through both positive and negative reinforcement is a successful method to learning (Gray & MacBlain, 2012). This links with Skinner's Operant Conditioning Theory (ibid, 2012) which underlines the affect a response can have on behaviour and therefore learning.

However, as a teacher it is important to be considerate of the characteristics of learners. Therefore, I tended to focus on positive feedback to avoid any disappointment or a setback to one's self-esteem.

A downside to the mini whiteboards were that some children would get distracted by them begin to draw etc. I did not consider this as a barrier to teaching and learning, but an aid that helped me develop my behaviour management and leadership skills as I learnt to state the rules created before handing out any white boards or pens – which also developed the pupils' listening skills and discipline.

The implementation of AfL strategies developed my flexibility as a student-teacher. Formative assessment is key for a child's learning as it allows me to adapt lessons and objectives by determining where each individual's understanding of the lesson (Black & Wiliam, 1998). Hattie (2012) states that an important aspect of planning is to understand where a child's understanding is at in order to know what the next steps of progression and learning are.

Some learners may require more support, more examples, more practice and so on, but it remains important that, wherever possible, they take responsibility for their own learning. (Donaldson, 2015:69)

Following this quotation within a mixed ability class, I found it difficult to give the correct amount of input using direct teaching for each pupil at the beginning of a lesson. Therefore, with the confidence built during my placement, I experimented during a mathematics lesson. I asked all children were to sit at the carpet. I explained to the pupils that when they believed that they were confident with the objective of the lesson, and that they were able to complete the work independently that they could go to their seats and complete the work provided on their desks. This allowed me to carry on with teaching and doing examples on the board until every child was confident with what was expected from them. To begin with, this strategy was a trial and I was uncertain of how the children would be on the carpet, using a less formal technique commonly used in foundation phase, at an older age.

The effectiveness of this strategy was clear when every individual received the correct amount of support and input in order to complete their work successfully. Pupil-led learning and developing decision making skills is crucial during primary school age (Flutter, 2007). It appeared to be a form of pupil-led formative assessment; where each individual would take responsibility of their own learning and showing understanding to myself, the teacher, when they were ready to undertake the task given. This was beneficial because it did not hinder any child from doing their work as I realised that some pupils that were identified as lower ability tended to require a longer introduction to a lesson. It also meant that the pace of the lesson appeared to have improved and that every individual was engaged and on task. By allowing each individual to make such decisions supports the development of meeting Donaldson's four purposes with emphasis on pupils becoming ambitious, capable learners (Donaldson, 2015).

As suggested by Welsh Assembly Government (2010b) it is vital that children are aware of their expectations in order to succeed. For this reason, I found that using success criteria in a variety of ways throughout my placement was very effective. In one instance I displayed a hierarchy for the learners to follow in order to achieve the correct outcome (using a possessive apostrophe correctly) which was clear and effective. However, I found that the children became reliant on the instructions displayed and were less able to recall without encouragement.

Another form of success criteria I used, which was very efficient, was one constructed as a class. This was similar to a confirmation to me that the children understood what was expected of them and were able to refer to the criteria throughout the production of their work.

Following this, peer and self-assessment also allowed pupils to demonstrate their awareness and understanding of the process to success clearly as well as acknowledging high standards of work and identifying methods for improvement, by referring back to the success criteria.

For the second part of my PTE I will continue to use a variety of AfL strategies which will be adapted to suit foundation phase aged children. I will develop my flexibility as a teacher through the results gathered using AfL strategies. I will focus less on children taking responsibility of their own learning however continue to concentrate on pupil voice. I will get to know each learner individually and use strategies to improve confidence to demonstrate their understanding.

I will continue to use open questions to build pupils confidence to participate within lessons alongside effective feedback such as two stars and a wish.

Pedagogical Principle: Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them

For years there have been debates on whether lessons should be rigid and subject specific, or cross-curricular (White, 2004) . However, Wales' new 2022 curriculum by Donaldson (2015) suggests that being able to apply knowledge from a range of subjects is vital to participate in the modern-day world, focussing on linking literacy, numeracy and digital competency.

Primary school teachers, and primary student-teachers such as myself seem to have an advantage towards cross-curricular planning and teaching, as the training is less specific and more generalised across the curriculum, unlike secondary school teachers (Savage, 2011). Therefore, including skills that develop Language Literacy and Communication appeared to be implemented naturally within my lesson planning. On the other hand, I believe that, perhaps due to my lack of experience, that I found difficulty in distinguishing where elements of LLC were implemented in my planning as I considered communication, discussions and interaction an important element in every lesson taught or practiced, often including other skills such as reading and writing. Subsequently, during my PTE2 I will be focussing on improving my lesson planning by stating the skills I intend to develop referring closer to the curriculum.

Moving on to the Digital Competency Framework (DCF), technological development is continuing to expand daily as suggested by Donaldson (2015: 42) technology is 'increasingly fundamental to learning and life'. This means that the opportunities to develop the skills appear never ending.

At the beginning of PTE1, I misunderstood the concept of DCF. I believed that if technology was implemented in a lesson it would be considered as a cross-curricular responsibility. However, I learnt through research and experience to understand that the skills and behaviour, such as producing and data handling, are the elements on DCF. Therefore, during my PTE1, I frequently built confidence in my digital competency skills through gaining knowledge, by researching and practicing elements and skills in my spare time. Through this gain of knowledge and experience, I found that implementing cross-curricular responsibilities including DCF with more ease, as suggested in my illustrative examples.

Bill and Bragg (2008) test and compare how many schools teach cross-curricular and subject specific. The results confirmed that one subject was 'nearly always' taught as its own subject which was mathematics. I believe that this is a crucial point as there is a requirement of having the foundation skills in order to apply across the curriculum.

On the other hand, ibid (2008) state that the pressure on schools to teach and improve the extensive content of reading, writing and mathematics skills in such a short space of time appears almost impossible. Therefore, the idea of cross-curricular teaching and developing these skills within a variety of lessons suggests a way to resolve for this issue with time and volume of work.

During PTE2, I will need to be aware of the ongoing development of skills required that may inhibit cross curricular planning such as reading. I would use visual aids and instruction in order to ensure pupil's understanding.

I will be implementing cross-curricular lessons when and where appropriate, which often comes without intent. Cross-curricular learning gives an enhanced preparation to learners' future by providing opportunities for authentic contexts that children will be able to apply outside of the classroom.

To conclude, upon reflection on my work in PTE1 has been beneficial to my professional

development by identifying my strengths and areas to improve or progress for my future placement. It has made me more aware of the expectations of teachers and learners and the effectiveness of implementing Donaldson's pedagogical principles within my planning and teaching.

References

Monday, December 2, 2019 9:27 PM

Atkinson W. W. (2017) *The Complete Works of William Walker Atkinson: The Power of Concentration*. London: Musaicum Books.

Atkinson, R. C. & Shiffrin, R. M. (1968) 'Human memory: A proposed system and its control processes', In Spence, K. W. & Spence, J. T. (eds) *The psychology of learning and motivation: Advances in research and theory*. New York: Academic Press.

Benson, P. (2011) *Teaching and Researching Autonomy*. 2nd edn. London: Routledge.
Boyle, B. & Bragg, J. (2008) 'Making primary connections: the cross-curriculum story', *Curriculum Journal*, 19(1), pp. 2-21.

Bill, B. & Bragg, J. (2008) 'Making primary connections: the cross-curriculum story', *Curriculum Journal*, 19(1), pp.5-17.

Black, P. & Wiliam, D. (1998) *Inside the black box: Raising standards through classroom assessment*. London: King's College London.

Brofenbrenner, U. (1979) *The Ecology of Human Development: Experiments by Nature and Design*. London: Harvard University Press.

Donaldson, G. (2015) *Successful Futures*. Crown Copyright. Cardiff. Available at: <http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf> (Accessed on: 6th December 2019)

Flutter, J. (2007) 'Teacher development and pupil voice', *The curriculum Journal*, 18(3), pp. 343-354.

Gray, C. & MacBlain, S. (2012) *Learning Theories in Childhood*. London: SAGE Publications.

Grigg, R. (2010) *Becoming an Outstanding Primary School Teacher*. Essex: Pearson Education Limited.

Hattie, J. (2012) *Visible Learning for Teachers Maximizing impact on learning*. London: Routledge.

Hayes, D. (2010) 'The seductive charms of a cross-curricular approach', *Education 3-13*, 38(4), pp. 381 – 387.

Palincsar, A. S. (2005) 'Social Constructivist Perspectives on Teaching and Learning', In Daniels, H. (ed) *An introduction to Vygotsky*. London: Routledge.

Plaks, J. E., & Stecher, K. (2007) 'Unexpected improvement, decline, and stasis: A prediction confidence perspective on achievement success and failure', *Journal of Personality and Social Psychology*, 93(4), pp. 667–684.

Rose, J. & Wood, F. (2016) 'Child Development', In Wyse, D. & Rogers, S. (eds) *A Guide to Early Years and Primary Teaching*, London: SAGE Publications.

Savage, J. (2011) *Cross-Curricular Teaching and Learning in the Secondary School*, London: Routledge.

Sedig K. (2009) 'Interactive Mathematical Visualisations: Frameworks, Tools and Studies', In Liere R., Adriaansen T., Zudilova-Seinstra E. (eds) *Trends in Interactive Visualization. Advanced Information and Knowledge Processing*. London: Springer.

Tripp, D. (2012) *Critical incidents in teaching: developing professional judgement*. London: Routledge.

Welsh Assembly Government (2010a) *How to develop thinking and assessment for learning in the classroom*. Available at: https://www.gwegogledd.cymru/wp-content/uploads/2018/04/How_to_develop_thinking_and.pdf (Accessed: 20th December 2019)

Welsh Assembly Government (2010b) *Why develop thinking and assessment for learning in the classroom?* Available at: <https://hwb.gov.wales/storage/2d2b99cd-5431-421e-ac8b-8608fe0edf05/why-develop-thinking-and-assessment-for-learning-in-the-classroom.pdf> (Accessed: 17th December 2019)

White, J. (2004) *Rethinking the School Curriculum: Values, aims and purposes*. London: Routledge.