

Targets	How you have worked on this	An example can be found on
Target 1 Ensure that you are writing in complete sentences and that they are grammatically correct and expressed with clarity.	I have ensured to write in completed sentence which are expressed with clarity and grammatically correct as I have used the grammar checker on Word.	Throughout this assignment
Target 2 Continue to ensure that your findings are consistently and explicitly linked with theory.	I have continued to support my findings consistently and explicitly linked them through a range of academic and professional literature.	Throughout this assignment

Assignment Title:

Critically reflect on your progress in planning, preparing, and teaching lessons that incorporate specific pedagogical principles (This evidence should be taken from your Professional Learning Passport – PLP.)

Identify up to three of these pedagogical principles as an area for development and justify the next steps in your development.

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Word Count – Part 2: 3,250

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Professional Experience Template 1	Bridging Experience (ECAD5008) – ‘Great Teaching’ and Assessment for Learning (AfL)
Pedagogy Standard	Assessment for Learning
What did you do and why?	As part of a bridging experience which was linked to the ECAD5008 module in year 2, I was able to explore and develop my knowledge and understanding of the four core dimensions of 'Great Teaching' by Coe et al. (2020) as well as identify and critically reflect upon varying Assessment for Learning (AfL) strategies underpinned within each of the elements of Af, as detailed within attached evidence of the ECAD5008 STEER documentation. <u>Assessment:</u> During the 'Test' phase, our aim was to implement, reflect upon and develop at least 1 AfL strategy derived from each element of AfL within our classroom practice, with the intention to transfer our theoretical understanding of assessment, especially on AfL gained from University-based input into our teaching practice to enhance our classroom pedagogy and assessment effectiveness. Following the 'Meet' phase (asynchronous session) I reflected on a range of strategies that come under the scope of AfL as part of the linked assignment for ECAD5008, and in doing so proactively engaged with diverse research- based literature based on Donaldson (2015) exploring his successful future review on the Curriculum for Wales (2022), Welsh Government (WG)(2010) documentation on How to develop thinking and assessment for learning in the classroom alongside other educational research to further my understanding and practice of effective assessment practices. Prior to trailing the AfL strategies in practice, I spent some time observing approaches already being using in the classroom. These included sharing criteria with pupils, self-assessment, live feedback opportunities, lollipop sticks. This was hoped to provide me insights to their effectiveness and consider AfL that I could then integrate or adapt into my practice. I choose to build on some of these AfL strategies such as incorporating a traffic light system into self -assessment as well as creating new ones based on well-established systems such as Think-pair-share, exit tickets (WG, 2010)

What have you learned?

Assessment:

Prior to the commencement of this bridging experience, we had to engage with a range of subject specific university based input on theoretical content relating to: types of assessment (summative & formative), the potential benefits and problematic aspects of each type of assessment, an introduction to the background, research, evidence and theories underpinning the use of AfL within the teaching and learning cycle, and practical examples of the four elements of AfL. This provided me valuable and secure theoretical knowledge and understanding of assessment, in particular AfL which I was then able to transfer to support my teaching decisions and practice during the 'TEST' phase and throughout my teaching career. Through university-based input, along with independently engaging with research-based literature I feel was valuable insight into various assessment strategies and the significance role that AfL plays within the proposed curriculum (Education Wales, 2020) for me to be able to understand where learners are in their learning of particular area, where they need to go next and how best to get them there. This can then be used to inform future pedagogy and practice so learners can be supported or challenged accordingly to their needs and abilities, through having the understanding that learners might not always have the same understanding within and across areas. Spending that time to observe AfL strategies in the practice I found important to gain an insight of various already used AfL strategies, the class responses and engagement to those strategies and how effective they were implemented. As a means of developing the quality of questioning and quality of talk among learners, I decided to employed the Think-Pair-Share strategy. This was a completely new AfL strategies so did require so some discussion around the requirements and expectation of this approach. I feel after time this AfL strategy promoted active engagement, collaborative learning and deeper understanding of the content through meaningful discussion among learners. It enabled pupils to develop their thoughts and ideas, explore perhaps diverse perspectives and construct understanding collaboratively (Tanner & Allen, 2006). Moreover, I decided to build upon self-assessment through involving a traffic light system. This AfL strategy enabled learners to reflect on their own performance and take responsibility for their own learning (Black & Wiliam, 1998) which is said to empower them to become more independent and proactive learning, leading to improve academic achievement and motivation (Zimmermanm 2002). Furthermore, I trialled and developed exit tickets, which again was a AfL strategy that the pupils were unfamiliar with; therefore required clear explanation of the requirements. This AfL strategy, took some time to develop effectively into practice, where pupils had to continually be reminded what was expected. However, they did provide pupils an opportunity to reflect on their learning, and demonstrate their understanding in a concise format. Additionally, they allowed to quickly assess learners understanding which I then used to inform future grouping and planning. Therefore, facilitating a more responsive and learners centered teaching approach (Black & Wiliam, 1998) . I have learned that the effective use of AfL requires ongoing refinement and practice and that different strategies may not always work in different settings given the unique nature of each class.

What next?	<u>Assessment</u> This bridging experience has provided me valuable experience both theoretically and practically in relation to AfL and how vital AfL is within practice to support and enhance learners' outcomes. Moving forward, I will continue to explore and refine my knowledge and understanding on effective assessment practices through continuing to engage with research-based literature, as well as developing different means of assessment throughout my teaching practices as a student and beyond in order continually support and refine my pedagogy to foster pupils learning and progression. I will be proactive in engage with professional development opportunities such as workshops or online training course in the future to continually grow my understanding of assessment and assessment strategies within the classroom. I will continue to embed and draw up upon these AfL strategies in the future, however will be proactive in trailing new AfL techniques and recognise that those techniques may not work for another group of learners or may require adjusting and refinements to suit the needs of the learners. I am confident that this learning I have experienced from this professional experience will stand me in good stead when I qualify and have my own learners.
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Professional Experience Template 2	BA2 Observation Lesson – Bullying.
Pedagogy Standard	Employing a broad repertoire of teaching Approaches – Blended learning experiences
What did you do and why?	As part of my PTE 2 observation, I planned and delivered a lesson based on the topic of bullying which directly linked to the Health and Wellbeing Area of Learning and Experience (AoLE), see attached lesson plan. This lesson was undertaken with 30 learners, within a Year 5 class. Due to the age of the learners, they has some prior knowledge on this topic, however it was important that we revisited this topic and developed their knowledge on a different complexity, for example the long term that bullying can have on someone's physical and mental well-being. This observation was undertaken by my senior and class mentor which provides me feedback after the lesson on aspects that were positive as well as further action to continue to develop and improve my future teaching practice. See attached joint observation report on this lesson for detailed reflection and evidence. <u>Blended learning experiences</u> For the purpose of this lesson, I used a range of imaginative approached to meet the pedagogical challenges to benefit the learners within the class. These approaches included: direct teaching input using a PowerPoint (See attached evidence), paired and group discussion, video clips, use of technology as a starter activity, a visual example using paper on the long term effects of bullying alongside a creative and independent aspects through the posters. As a teacher it is widely recognised that making teaching and learning experiences fun and engaging for learners is essential in fostering enthusiasm and promoting active participation (Deci et al., 1999; Fredricks et al., 2004). One way to achieve this is by taking a blended learning approach, as learners are more likely to stay interest and focused as they are not engaging with the same thing for long period of time. I employed this blended leaning delivery in hope to engage and cater to various learning styles and preferences (Means et al., 2009), ensuring that all learners could actively engage with the lesson content and maximise their understanding of the topic.

What have you learned?	<u>Blended learning experiences</u> From this experience, it was evident for me to witness and understand that having and embedding a broad repertoire of pedagogical and innovative approaches is an effective way to create an effective learning environment and experience that caters for and benefits the diverse needs of learners as well as fosters learners engagement and a holistic approach to learning. This approach enables learners within the lesson to further develop existing skills and knowledge, alongside develop additional skills and knowledge. Therefore, I feel this lesson enriched learners within AoLEs and other skills. I also learnt that taking a blended approach to learning does not just encompass teacher and pupil led delivery, but also required different pedagogical approaches such as the use of technology and enabling pupils to be creative and practical in their learning. Additionally, this experience was valuable in enabling me to understand how embedding a blended learning approach aligns with aspects of differentiation by offering varying means for learners to learn and accommodating for their needs, thus fostering all learners progress and success (Charles Sisson, 2022). This overall experience and learning will inform how I think and approach other future teaching and learning experiences to foster an inclusive and holistic experience that maximises learners' engagement and outcomes.
What next?	<u>Blended learning experiences</u> I will continue to look for opportunities to implement a broad repertoire of pedagogical approaches when planning and in future lessons. This will enable me to foster a holistic approach to learning, that cater for and benefits the diverse needs of learning to reach their fullest potential. Additionally to further build my knowledge and experience within this standard I will carry out independent research-based literature and engage with other student teachers, professional or in-school colleagues about further imaginative approaches such as incorporating the outdoors, which I could trail and develop in my future teaching practice to continue to meet the pedagogical challenges of my class and advocate that blended approach to learning, fostering an inclusive and holistic experience that promotes learners engagement and progression. I will continue to be a reflective practitioner on the implementation of my varying teaching approaches, to ensure my practice is effective and accommodating for my learners, as I recognise that some pedagogical approaches may not work as well with another group of learners.

Professional Experience Template 3	PTE 3 – St Fagans Trip
Pedagogy Standard	Real life authentic contexts
What did you do and why?	In my final teaching practice, I had the opportunity to be involved in the organisation and facilitation of a school trip to St Fagans. As our topic and writing journey was linking to aspects of myths and Welsh history, this trip provided an beneficial opportunity for learners to engage with a "Folklore and the Mabinogion Storytelling in the Age of the Princes" workshop. This workshop was hoped to stark learners' imagination further of story-writing features in preparation to write their own stories through actively immersing learners in a real-life storytelling experience. This storytelling workshop provided beneficial opportunities to develop and progress within and across varying Areas of Learning and Experience, such as Expressive Arts, Humanities as well as Language, Literacy and Communication, in accordance with the Curriculum for Wales (CfW). There were also, additional opportunities to explore around St Fagans, providing learners with the opportunity to be immersed in cultural history. <u>Real-life Authentic Context -</u> Participating in the organisation and facilitation of a school trip to St Fagans, provided me an experience to deepen my understanding of the use of purposeful real-life, authentic context to provide an enriched and meaningful learning experience for learners, beyond classroom confines. This experience aimed to immerse learners in a meaningful environment, fostering active engagement in storytelling, cultural heritage, and history. By venturing outside the classroom, learners had the opportunity not only to be exposed to Welsh culture and history but also to engage with materials in a tangible and memorable manner to develop varying skills and knowledge which they could then apply within another learning context, for example when writing their own stories. This immersive, hands-on experiences aimed to broaden learners knowledge and perspectives through authentic teaching and learning practices, aligning with aspects of Dewey's (1938) research on the significance of authentic learning in deepening understanding and engagement.

What have you learned?	<u>Real Authentic Context -</u> As a practitioner, I recognise the significance that facilitating authentic and meaningful learning experience as a mean of 'Good teaching and learning' in order to enable learners to make meaningful connections, apply knowledge and consolidate skills (WG, 2023; Donaldson, 2015). Additionally, it can enhance learners' engagement, motivation, and wellbeing alongside support learners to develop understanding of their learning and the world around them (WG, 2023). From this experience, I was able to have a deepen my insights and understanding of the benefits of providing real-authentic learning experiences for instance upon learners understanding, enthusiasm to learn, and engagement. It reinforced the importance of engaging learners in meaningful, immersive learning opportunities, outside the traditional classroom setting to foster deeper understanding and retention of knowledge through enabling learners to actively engage with the experience and materials. I was able to gain a valuable first-hand insight on the profound influence that providing a real-authentic experience outside the classroom confines, can primarily have upon enhancing learners' engagement and motivation to learn, something considered by Fredricks et al., (2004). This experience related to my overall learning and development as a student teacher and beyond as it provided me valuable knowledge and experience of the significant influence that providing a real authentic context into teaching and learning experiences can have upon all learners engagement, motivation, well-being and fostering meaningful understanding and connection within the curriculum. This knowledge and experience will influence my future teaching practice when approaching future learning experiences, in order to ensure I am providing the learners within my care those opportunities whenever possible, to experience those authentic learning experience and those positive impacts that those experience can promote.
What next?	<u>Real- Life Authentic Context –</u> Moving forward in my teaching career, I intend to be proactive in looking for and identifying opportunities wherever possible to implement real-life authentic contexts whether that be educational outings or within a natural part of classroom practice, as from this experience I have been able to truly recognise and understand the profound impact it can have upon learners and their learning. I will ensure to remember the educational experiences that St Fagans offered, as it would be a outing that I would look to take my future learners, if meaningful. To continue my personal learning in relation to embedding real-life authentic context, I plan to engage in any professional development opportunities and seek out relevant research-based literature on this topic. This may include attending workshops, online training, reading articles or books or discussions with fellow practitioners to explore and share understanding of the implementation of real-authentic teaching practices. I will continue to reflect on my own teaching practices and seek feedback from others to refine and improve my approaches. By remaining proactive in my learning and development, I aim to continually enhance my ability to create meaningful and engaging leaning for all my learners.

Professional Experience Template 4	BA2 Observation Lesson – Bullying.
Pedagogy Standard	Cross-curricular themes
What did you do and why?	As part of my PTE 2 observation, I planned and delivered a lesson based on the topic of bullying which directly linked to the Health and Wellbeing Area of Learning and Experience (AoLE), see attached lesson plan. This lesson was undertaken with 30 learners, within a Year 5 class. Due to the age of the learners, they have some prior knowledge on this topic, however it was important that we revisited this topic and developed their knowledge on a different complexity, for example the long term that bullying can have on someone's physical and mental well-being. This observation was undertaken by my senior and class mentor which provides me feedback after the lesson on aspects that were positive as well as further action to continue to develop and improve my future teaching practice. See attached joint observation report on this lesson for detailed reflection and evidence. <u>Cross-curricular themes</u> This lesson primarily focused on the AoLE of Health and Well-being, yet it also facilitated meaningful links across the curriculum. These links extended into other AoLEs, notably expressive arts, as learners engaged in the creation of bullying awareness posters. Furthermore, opportunities for Language, Literacy and Communication were woven into the lesson through discussions and writing opportunities. Additionally, aspects of the Digital Competence Framework (DCF) were integrated when utilising the digital app of Menti-menter as a starter activity to activate learners' prior knowledge on the topic of bullying. The rationale for this practice was to engage with principles of curriculum design and innovative practice, fostering the importance of promoting a holistic approach to learning, whereby learners have the opportunity to develop and apply skills within and across the AoLEs.

What have you learned?	<u>Cross-curricular themes</u> This experience was relevant in providing me with the deepen and broader understanding into curriculum design in accordance with the expectation of the CfW and the importance of providing learners with holistic and enriched learning experiences with opportunities to develop and progress a range of skills and knowledge, within and across the curriculum. I was able to recognise that embedding cross-curricular themes is valuable and essential in fostering a holistic learning experience for learners, whereby learners can develop and demonstrate a range of skills and knowledge, which they can then apply into other learning contexts and further afield. Therefore, removing the barriers between set subjects. There is evidence to suggest that the more opportunities learners get to make connections in their learning particularly between new information and exiting knowledge, the better they can lean and retain information, which provides more meaning and relevance for the learners (Hattie, 2009; Bransford et al., 2000). This experience not only supported my understanding but also my practical ability to plan and deliver lesson that interconnect varying cross-curricular themes. This is useful for my future teaching practice as it is a skill that I will require to continue to develop throughout my career. This overall learning and experience will not only provide sufficient evidence against this standard but also support me to be better able to implement the expectations of the curriculum design, in promoting a holistic growth for the learners throughout my teaching career.
What next?	<u>Cross-curricular themes</u> I intend to continue to look for opportunities to build and underpin cross-curricular themes in my planning and teaching wherever possible, as this has proven to be an effective way to scaffold and develop learners' skills and knowledge within and across varying AoLEs. I recognise that implementing cross-curricular themes will be a skill that I will be required to continually develop throughout my teaching career in alignment with the expectation of the CfW. I intend to do this by engaging with relevant literature and seeking advice and support from other practitioners in the field. I have come to the conclusion that cross-curricular themes linked with the four purposes drivers must form a significant part of my future planning and teaching. However, I will be mindful that those links are meaningful and not tenuous, to facilitate high-quality educational experiences.

Part 2:

The publication of Professor Donaldson's Successful Future report in (2015) acted as a pivotal movement, in the establishment of the Curriculum for Wales (CfW) (Welsh Government (WG), 2020) and a fundamental component which encompassed a detail review of how education in Wales should be delivered. The review delved into various factors of education such as the fundamental objectives of the curriculum, assessment, and pedagogy. Within the surrounding discussion of pedagogy, Donaldson (2015) proposed twelve pedagogical principles which are designed to underpin effective teaching and learning in alignment with the four overarching purposes that he additionally recommended. Many of these principles have since been echoed in subsequent documentation of what makes 'Great Teaching' (Coe et al., 2020) with acknowledgment that there is no universal teaching approach to ensure that experiences have a maximum possible effect on student learning (Hattie, 2012). It is rather the effectiveness of pedagogical approaches which can be determined by varying factors such as educators' expertise, classroom context, subject matter knowledge, alongside understanding the diverse nature of individual learners. Collectively these factors among others will determine the most effective pedagogical approach or approaches to implement, to minimise the greater contribution that these factors can potentially have upon learning outcomes (Hattie, 2009)

Such decisions regarding pedagogical approaches may gradually become a natural part of educator's practice, over time, however an ongoing commitment to engage with critical reflection, research, and professional learning to continually enhance and refine educational practice remains essential and expected for all educators (WG, 2022; Shandomo, 2010; Estyn, 2018; 2023). Similarly, these expectations extend to student teachers, in which they are required to actively engage with wider reading and collaborate with other practitioners to continually evaluate and refine their teaching practice in accordance with the professional Qualified Teaching Standards (WG, 2019).

This assignment will give direct attention towards the third and sixth pedagogical principle which states "Good teaching and learning means employing a blend of approaches including direct teaching" (Donaldson, 2015 p. 65) and "Good teaching and learning creates authentic contexts for learning (Donaldson, 2015 p.67). The choice to explore these principles was informed by the practitioner's firsthand experiences in developing them within their teaching practice, as evident in Part 1. These initiatives aimed to enhance the teaching and learning experiences for all learners and align with the development of skills and knowledge for life-long learning, employment, and active societal contribution (WG, 2020; UNICEF, 2009).

In facilitating authentic learning experiences, it is first imperative to understand the essence of what is meant by the term authentic. It is widely recognised that the term authentic closely resembles with being genuine, reliable, and real (Cambridge Dictionary, 2019). Therefore, applying this definition within a classroom could imply that teaching and learning experiences should enable learners to genuinely explore, engage in meaningful discussion and establish direct connections in contexts that are relevant to their individual understanding, and their world around them as they see and experience it (Donovan and Pellegrino, 1999; Mims, 2003). Through fostering such learning experiences, learners not only benefit from developing educational skills and knowledge, but also develop a diverse set of 21st century skills that are essential for learners to navigate beyond the confines of the school environment (Laur, 2019; Stanley, 2018). However, it is argued that even though authentic learning experiences are valuable, they do not automatically lead to the development of skills relevant beyond school life, and often fall short in preparing learners for the complexities of modern life (Hora, Bonbon, and Oleson, 2019). Therefore, this could suggest that a more comprehensive approach to skill development is favoured, with opportunities to integrate both authentic and perhaps more 'traditional' methods of teaching and learning (Hora, Bonbon, and Oleson, 2019).

In Part 1 an example can be seen of fostering an authentic context for learning through the practitioner having the opportunity to be involved in the organisation and facilitation of a school trip. This experience provided a beneficial opportunity for learners to begin to develop their storytelling features and actively engage in the creative process of storytelling, which is said to enhance language acquisition and comprehension skills (Sadoski and Paivio, 2013). However, it remains fundamental that learners are provided an opportunity to progressively apply and build upon their skills and knowledge acquired from this experience at a later stage, for example through writing their own mythical stories. This progressive approach to skill development and knowledge application is rooted in theoretical principles, drawing upon the work of, Bruner and his concept of the spiral curriculum (Bruner, 1997), and reflects aspects outlined in the CfW through the idea of progression steps (WG, 2022a). Additionally, from this experience, it provided the practitioner a deeper insight and understanding of the profound influences and benefits that promoting authentic learning opportunities, can have upon learners, for example enhancing their engagement (Fredricks, Blumenfeld and Paris, 2004; Griffith and Burns, 2012) as well as fostering their overall intrinsic motivation (Mehlinger, 1995; Van Donge, 2018). Additionally, through employing such learning experience it is possible to make connections to the work of Dewey, Piaget, among others (Pound, 2006; Gray and MacBlain, 2015) who similarly explore the advantages of this authentic approach and learners being active in their learning upon their engagement and fostering meaningful learning. That

said, Englemann and Carnine (2016) argues that structured, teacher-led sessions are essential for ensuring clarity of content delivery and maximising learning efficiency. Therefore, this could imply that a balanced approach may be most effective in optimising learning outcomes. Moreover, this experience enabled the learners to be immersed aspects of their cultural history. Therefore, echoed an authentic sense of 'Cynefin' through gaining a broader connection and understanding of their community, culture, heritage, something which is a core concept within the CfW in order to shape learners' sense of identity, well-being, and belonging within Wales (WG, 2022b).

Within this experience, it gave the practitioner a valuable insight and importance of the corporate responsibility that are required when organising and facilitating an educational outing such as consent form, completing risk assessments, as well as providing the opportunity for the practitioner to be involved and support with some of these corporate responsibility such as effective preparation and ensuring high levels of management and supervision to ensure the safety and success of outdoor educational experience for all participation, something which Gilbertson et al., (2006) highlights as crucial. As a result, this had a positive influence on the practitioners personal and professional development in practice through being able to enhance the practitioner's leadership skills (WG, 2019) through taking on some of those corporate responsibilities involved in organising and facilitating an educational outing which has increased the practitioner's confidence in leading future initiatives.

Whilst this authentic experience provided opportunities for learners to naturally explore and develop skills and knowledge within and across, some of the Areas of Learning and Experience (AoLEs) (WG, 2020). However, the approach to planning this experience was not directly skill and knowledge driven in regard to breaking down each of the statements of what matters within the AoLEs into further progression in alignment with curriculum guidance of description of learning and progression steps. Therefore, this could have influenced the progress of promoting a meaningful learning experience, which fosters deep progressive development of skills and knowledge among all learners, as advocated by Bruner and Vygotsky (Bates, 2015; Aubrey and Riley, 2022) who emphasis the importance of meaningful, scaffolded experiences in cognitive development. Nonetheless, this experience had distinct correlation to the development of the central four purposes of the curriculum, (WG, 2020a) which inherently encompasses elements of the pedagogical principles (Donaldson, 2015) mentioned above. However, these links to the four purposes were not appropriately communicated to learners; therefore, potentially impacted their understanding of how this authentic experience aligns and supports their development in relation to curriculum

objectives. According to Marzano, Pickering, and Pollock (2001) sharing the alignment between experiences and curriculum objectives is significant in enhancing learners understanding and engagement of their learning. As a result, the practitioner acknowledges the necessity for further development in the future, in regard to providing more thought into ensuring that learners are informed about the correlation between their learning experiences and the curriculum objectives such as the four purposes, to ensure enhanced future understanding and engagement (Marzano, Pickering, and Pollock, 2001).

Another essential pedagogical principle that the practitioner will be exploring is employing a broad repertoire of teaching approaches including direct teaching which similarly underpins the curriculum design (Donaldson, 2015). Within this piece this principle will associate with the QTS standard of offering a blended learning experience (WG, 2019). The concept of blended learning involves effectively combining various modes of delivery, teaching models, and learning styles within an interactive and meaningful learning environment (Kaur, 2013). This approach to effective teaching and learning integrates innovative and online methods with perhaps more 'traditional' forms of learning to enhance students learning outcomes (Garrison and Kanuka, 2004). This idea of employing a broad range of pedagogical approaches is theoretically not new, not only for the purpose and importance of meeting the learning needs of all learners at all levels, but to also address various learning preferences (Darling-Hammond, 2015; Béres, Magyar & Turcsányi-Szabó, 2012). Similarly, Brookfield (2015) echoes for educators to continuously explore and adapt their teaching approach to create engaging and effective learning experience for all learners. However, it is important to acknowledge that the implementation of these approaches may vary depending on the context of the learners and class. For instance, classes situated lower down the school such as nursery and reception which may be considered to be developing skills and knowledge under progression step 1 and 2 (WG, 2022a), may utilise different continuous and enhanced provisions which learners can independently explore or in small groups (Kemple and David, 2020), whilst other learners may engage in group work facilitated by the class teacher on more focused skills and knowledge. Meanwhile, in higher end of the school where learners may be considered to be developing skills and knowledge across progression step 2 and 3 (WG, 2022a), the pedagogical approaches used may prioritise more direct and whole class instruction with fewer opportunities for independent exploration and experiences, particularly in areas such as literacy and math's (Petty, 2014) Nonetheless, within the principles of the CfW it remains fundamental to utilise a blend of approaches, whilst also recognising that other factors beyond the skill of the practitioner such as socioeconomic background of learners, access to resources, classroom environment, individual learners needs can all potentially have an influence on outcomes for the learners (Coe et al., 2014).

As an educator it is widely acknowledged that making teaching and learning experiences fun and engaging for learners is essential in sparking learners' enthusiasm and their active participation in the learning process (Deci, Koestner and Ryan, 1999; Fredricks, Blumenfeld and Paris, 2004). One effective approach to achieve this is through employing a blended learning approach, which offers learners a variety of learning experiences to support maintaining their interest and focus (Shohel, Cann and Atherton, 2020). As seen in Part 1 an example can be found of a lesson, focusing on the topic of bullying in alignment with primarily the Health and Wellbeing AoLE. This lesson implemented a range of pedagogical approaches including, direct teaching, paired and group discussions, video clips, visual examples, use of technology as well as a creative and independent task. This blended approach provided learners with beneficial opportunities to become more active and interactive in their learning through open-ended questions, hands-on activities and student-led discussions (Alijani, Kwun and Yu, 2014; Kassner, 2013; Limniou, Schermbrucker and Lyons, 2017). Subsequently, this naturally enhanced the impact on learners' engagement (Jobust, 2016; Limniou, Schermbrucker and Lyons, 2017), through being provided more opportunities to meaningfully engage and interact with the content being presented (Nortvig, Petersen, & Balle, 2018). Additionally, this lesson fostered learners to be active constructors of their learning and knowledge rather than merely consumers of it (Lalima & Dangwal, 2017). As a result, this is said to provide learners with the opportunity to naturally problem solve, think critically, and develop higher order thinking skills (Peterson-Karlan, 2015; Nortvig, Petersen, & Balle, 2018). such as those presented in Blooms Taxonomy (Moseley, 2005). Although, Akyüz and Samsa (2009) indicated the absence of any positive effect of blended learning in developing critical thinking. Additionally, it could be argued that the ability to think critically and demonstrate those higher order thinking skills may only develop to a certain extent, without further scaffolding or explicit teaching being required how to develop these skills (Brynes and Dunbar, 2014; Murphy et al., 2014). Furthermore, through this lesson, the practitioner found that due to the flexibility of this approach it provided further opportunities for differentiation among catering for various learning needs and preferences (Meurer et al., 2008). Therefore, this was also more than likely to similarly foster engagement and opportunities to naturally develop thinking skills, as part of their cognitive development, something both Piaget and Vygotsky explored (Pound, 2006). Moreover, while it can be argued that adopting a broad repertoire of teaching approaches leads to better learner engagement, outcomes, improved performance, and higher achievement (Nortvig, Petersen, & Balle, 2018), conflicting research illustrates concerns that blended learning may not actually improve the quality of student learning (Jobst, 2016; Zainuddin & Halili, 2016). Therefore, this could imply the complex understanding of a blended learning approach, with a lack of evidence to the support the effectiveness (Jones, 2019).

Additionally, it is suggested that the success of employing a blended learning experiences does not associate with a particular aspect, but rather the success of the learning environment (Nortvig, Petersen, & Balle, 2018), and the significance of how it is implemented (Anthony, 2019; Schaber et al., 2010). Therefore, this could imply the effectiveness this approach and can be influenced about other surrounding factors such as the classroom context as well as the expertise, knowledge, and attitude of the educator. Furthermore, this lesson not only provided the practitioner valuable insights and understanding of the positive influence that employing a blended learning experiences can have upon learners but also fostered the practitioner's personal engagement in the learning process (Alijani, Kwun and Yu, 2014), through being an instructor as well as a facilitator of learning (Béres, Magyar & Turcsányi-Szabó, 2012, Jobst, 2016; Kassener, 2013). Therefore, enabled the practitioner to adapt to the diverse needs and preferences of learners, fostering a more dynamic and inclusive learning experience.

Creating learning experiences that effectively challenge, engage, and cultivate learners, their skills and knowledge demands practitioners to employ a diverse range of pedagogical approaches, irrespective of the subject matter (Rosenshine, 2020), something which is again underscored in one of the pedagogical principles being discussed here (Donaldson, 2015). For a practitioner in the early stages of their training and career development, further support in planning and delivering teaching and learning experiences for learners may be gained from seeking advice and support (WG, 2019) and perhaps placing the four purposes of the curriculum at the heart of the planning process. The use of four purposes along with other curriculum guidance supported the practitioner in the planning, which provided a foundation for skill development and a focus in terms of the experience being provided. Moreover, the CfW emphasises the pivotal role of the four overarching purposes as a starting point for curriculum design, in nurturing learners to become ambitious, creative, healthy, and ethical informed citizens of local, national, and global communities (WG, 2020a). This alignment is similarly echoed in the QTS standard which specifically advocates for the integration of the four purposes as the driving force for learners' experience (WG, 2019). Additionally, these QTS standards also underscore the importance of practitioners evidencing cross-curricular themes, blended learning experiences, assessment, and real-life authentic context (WG, 2019), all of which resonate with Donaldson's (2015) pedagogical principles. Several of these areas are considered on the templates shown in part 1, with initial reflection indicating areas of practitioner growth, some of which can be linked to the two pedagogical principles that have been directly discussed in this piece.

Reflecting around the pedagogical principle of creating authentic context for learning has demonstrated the profound influence it can have upon learners' engagement, intrinsic motivation along with their development of skills and knowledge within and across some AoLEs. However, moving forward the practitioner will take more time and thought in breaking down the statements of what matters within the AoLEs (WG, 2020) into further progression in alignment with curriculum guidance of the description of learning and progression steps. As a result, this is hoped to foster deeper progression of skills and knowledge through a more meaningful, scaffolded learning experience for all learner's particularly upon their cognitive development, as explored by Bruner and Vygotsky (Bates, 2015; Aubrey and Riley, 2022). Moreover, whilst this experience provided the practitioner valuable knowledge and opportunities for involvement in some of the corporate responsibility in organising and facilitating a trip, the practitioner however will seek further opportunities in the future for further involvement to further develop her skills and knowledge, for instance completing risk assessments, consent forms, and planning experiences.

Reflecting on the pedagogical principle of "employing a broad range of approaches including direct teaching" (Donaldson, 2015 p.65), the practitioner recognises the value of this approach can have upon not only the practitioner's ability to cater for diverse learning needs and preferences (Meurer et al., 2008) but also the positive influence on learners such as their engagement, active participation, thinking skills among others (Peterson-Karlan, 2015; Jobust, 2016). That said, the practitioner is conscious of surrounding literature which suggests conflicting views and concerns whether this approach improves the quality of students learning (Jobst, 2016; Zainuddin & Halili, 2016) and learners' ability to develop those critical and higher order thinking skills through this approach (Akyüz and Samsa, 2003). Whilst learners may be able to naturally develop some levels of thinking skills, however for a more comprehensive development and understanding of the lesson content, learners will require scaffolding and support to extend their thinking to those critical and higher order skills, as discussed (Byrnes and Dunbar, 2014; Murphy et al., 2014). Therefore, moving forward the practitioner is conscious of the need to teach those skills (Weninger, 2017) perhaps explicitly or scaffold these critical and higher order thinking skills further into the planning templates and delivery, potentially using Blooms Taxonomy as a base structure (Moseley, 2005) to ensure the practitioner is appropriately supporting and challenging learners through their use of questioning. Additionally, the practitioner will continue to engage with research-based literature, something which is highly emphasised (BERA, 2013; Donaldson 2015; WG, 2019) to inform future pedagogical decisions and explore further ways in which to facilitate a blended learning approach across a range of AoLEs.

To optimise learners' future success and progression, it is imperative for the practitioner to maintain a reflective stance across all aspects of their practice. Through the practitioner's teaching practice, the use of a daily learning journal and completing weekly reflections on PebblePad have proven to be effective in capture moments of success and areas needing refinement. A consistent commitment to reflect can support the practitioner in sustained growth, to ensure that the aspects discussed above continue to develop, whilst also creating opportunities to evolve and broaden experience in conjunction with colleagues through discussion, reflect and action research, areas which are all relevant to and part of the ongoing expectation of the QTS standards (WG, 2019). Moreover, maintaining a focus on the expectations of curriculum design in planning and the delivery of all future teaching experiences is paramount, in facilitating both practitioner's development and all learner's progression throughout their education.

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