

Overview

Tuesday, December 10, 2019 9:36 AM

Abdul Kareem Al-Hagin

1250048

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Good teaching and learning means employing assessment for learning principles

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Example 1 – APK – LAN, WAN & WPAN – Year 8 ICT Lesson

This lesson was with a year 8 ICT focusing on Networks. I had co-taught the previous lesson around 3 different network types, and utilised an assessment based in groups utilising whiteboards to check each groups answers. The students were tasked with recalling each of the Network types (LAN, WAN & WPAN), state 1 advantage and example for each.

The rational for utilising this method was due to 2 key reasons:- the classroom has approximately 32 students which means this method is time effective as well as this AFL approach helps foster a collaborative environment in the class.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Abdul Kareem Al-Hagin	Class:	8.2
AoLE or Subject	ICT	Date:	25/11/2019
Lesson Focus:	LAN, WAN & WPAN		
Meaningful links to Curriculum	This starter task directly links into the ICT Networks area of the curriculum		
Meaningful links to: Cross Curricular Responsibilities	Literacy & DCF		
Personal Targets (Linked to QTS and identified in weekly review)			
- Work on Pose, Pause, Pounce, Bounce skills in each lesson			
- Active Listening strategies			
These targets will help me refine my pedagogical practice and refinement.			

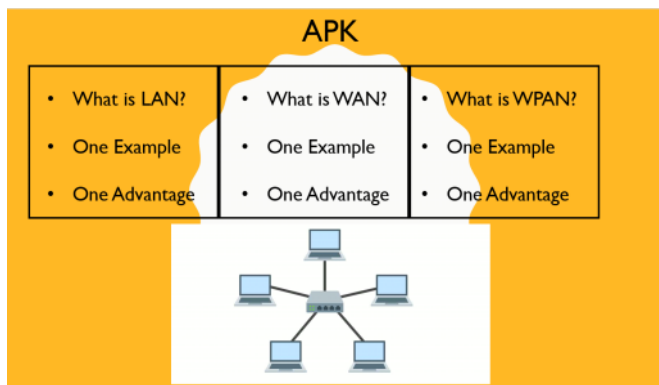
Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

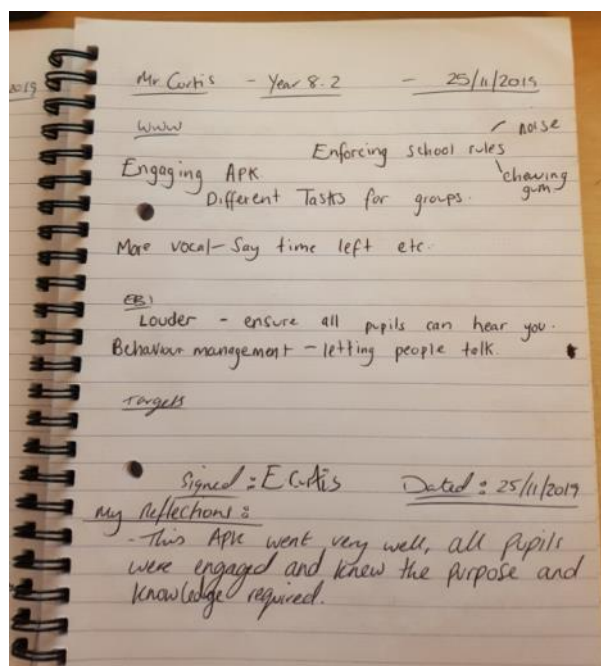
- Pupils should be able to define LAN, WAN & WPAN.
- Pupils should be able to give examples for each
- Pupils should be able to list atleast 1 advantages for each

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
- Pupils should be able to define LAN, WAN & WPAN. - Pupils should be able to give examples for each - Pupils should be able to list atleast 1 advantages for each	- White board answers

This is the Lesson plan for the APK – LAN, WAN & WPAN



This is the APK around the 3 Network types



My learning journal shows that the APK around the 3 network types was very effective.

Different tasks were assigned to each group, sharing answers via white board and an additional icon on screen for MAT pupils to identify.

Example 2 – 4 connection types - Year 8 ICT Lesson

This lesson was with a year 8 ICT focusing on 4 connection types. I had co-taught the previous lesson around the 4 different connection types, and utilised an assessment on board that required pupils to recall their previous learning to understand and correctly fill in the blanks in the table. The pupils had to understand the 'most correct' advantage and disadvantage for each connection type in order to correctly fill in the table, the pupils had to make the tables in a Word or PowerPoint document on their PC's too. The rationale for utilising this method was to assess their previous learning as well as incorporating further Digital Competency along the lines of understanding the context and utilising 'real-life' skills whilst creating tables etc.,

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Abdul Kareem Al-Hagin	Class:	8.2
AoLE or Subject	ICT	Date:	12/11/2019
Lesson Focus:	Starter – advantage and disadvantage of each network		
Meaningful links to Curriculum	This starter task directly links into the ICT Networks area of the curriculum		
Meaningful links to: Cross Curricular Responsibilities	Literacy & DCF.		
Personal Targets (Linked to QTS and identified in weekly review)			
- Produce lesson plans and resources for teaching – focusing on APK currently.			

Learning Objectives (focus on Learning- use accessible vocabulary):	
The pupils will learn to:	
- The learner should be able to correctly fill in the advantage/disadvantage table for each Network Type.	
- The learner will be able to do this only if they understand the advantages & disadvantages of each network type	

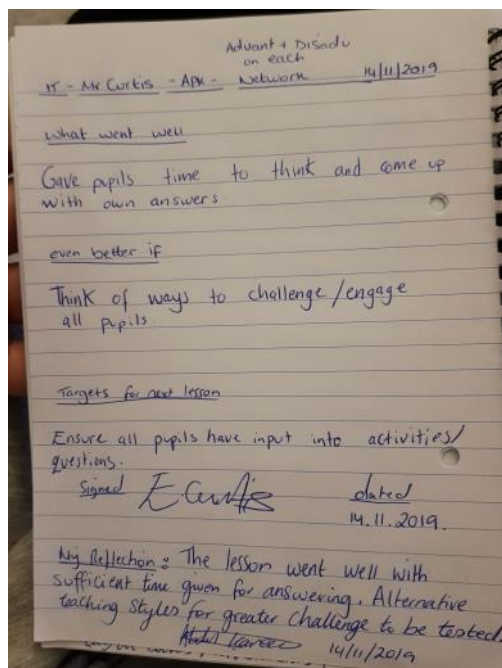
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
- Students should be able to fill in the advantage/disadvantage table for each Network Type.	- Each student will have to produce a Word document in which they must create a table that lists all 4 network types, an advantage and disadvantage column and take a list of advantages and disadvantages and correctly assign them to each cell.

This is the lesson plan for the 4 connection types class

APK – Advantage & Disadvantage of each Network		
Network Type	Advantage	Disadvantage
Bluetooth		
GPRS (Mobile Data)		
Wireless		
Ethernet		

Advantages	Disadvantages
Very fast speeds	May be expensive
No need to use wires	May become slow with too many people connected
Very low power use	Limited to where there is a cable
Accessible across a very large area	Very slow transfer speeds

This is the APK for the 4 connection types



My learning journal outlines the benefits of utilising AFL strategies in the classroom – Pupils engaged well and each pupil successfully answered all questions correctly.

Example 3 – Entrepreneurs and Mindset - Year 10C BTEC Enterprise Lesson

This lesson was with a year 10C BTEC Enterprise class focusing upon Entrepreneurship and Mindset. Within this lesson there was an initial APK that introduces the lesson whilst gauging students prior knowledge around Mindset. The rationale for utilising this method was to assess their previous knowledge of Mindset, encourage team working as well as finally summarising multiple sources of knowledge and in a lay-out that clearly displays a developed understanding of the topic or lack-of.



WHAT IS MINDSET?

Think – Write your answer down.

Pair – Write a new version.

Share – Write a final table version down



A word cloud of positive adjectives and traits, including: happy, expressive, humble, peaceful, admirable, successful, intelligent, intuitive, positive, thinking, gentle, enterprising, brain, attitude, kind, optimistic, friendly, good, empathetic, goodnatured, interested, strong, energetic, research, faithful, independent, beautiful, strategic, efficiency, involved, forgiveness, inspiration, psychology, positive, energetic, and others.

2:00

Utilising individual thinking, then coupling this with group discussions to cultivate group discussions, AFL techniques further in use

RESEARCH - MINDSET

1. On your **Unit 1 Assignment 1 Task 1 Document** – Sub title:
What is Mindset?

You must type the following:-

- **Your definition of Mindset**
- **Your researched definition of Mindset**
- **Definition of Fixed Mindset**
- **Definition of Growth Mindset**

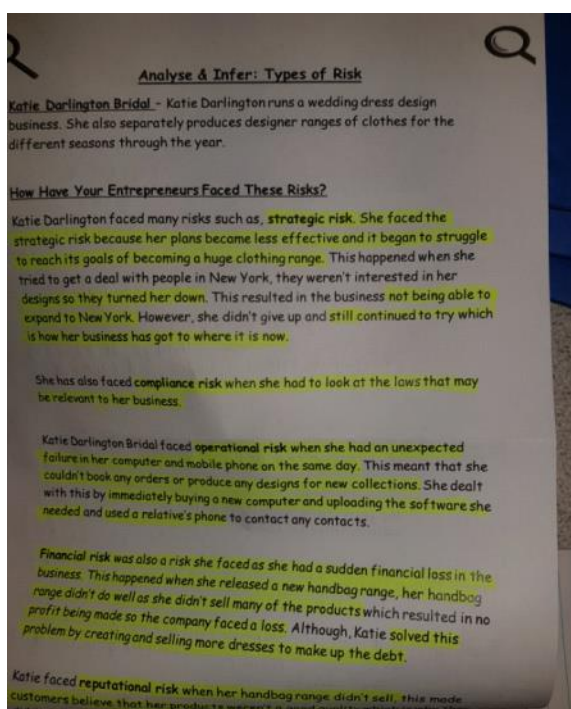
The final task in this class was to layout each definition, from their initial definition, their researched definition of Mindset as well as Fixed and Growth Mindset. This allowed myself to effectively gauge learning in the classroom whilst collectively having pupils feed into a classroom defined definition of each to serve as a scat folding exercise on the board.

Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

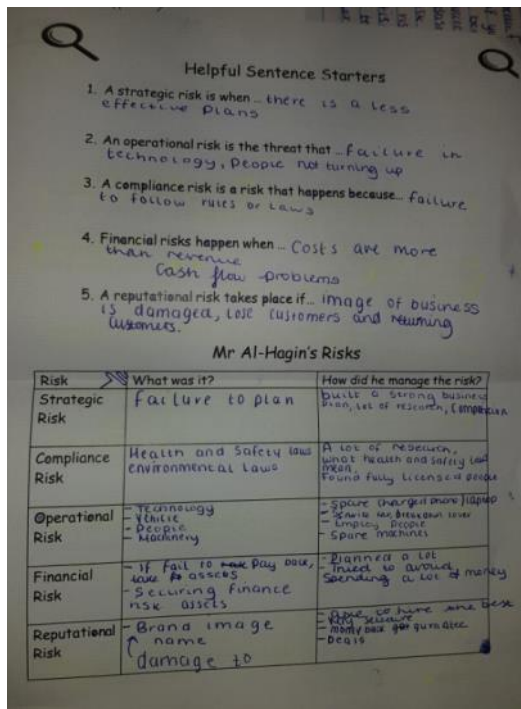
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Example 1 – Entrepreneurial Risks – Year 10C – BTEC Enterprise Lesson

An analyse and Infer task was given to Year 10C, where the case study was an alternative entrepreneur. Students had to read the case study, identifying each type of risk, what caused it, and importantly how it was overcome. From this pupils were then able to understand what each risk was, write a definition for each and then use these to analyse entrepreneur #1 in terms of what business risks I faced and how I overcame each through a second interview, this interview taking place after this infer task was initially completed. This task demonstrates a clear link to literacy and attempts to improve and utilise such strategies.



Analyse and Inferring text to understand the 5 different types of risks



Definition of each risk type and applied to myself as an entrepreneur they interviewed to identify my risks I faced and how I overcame each.

Example 2 – 4 connection types – Year 8 ICT Lesson

This lesson was focusing on the 4 connection types – through this topic pupils become aware of the DCF and are encouraged to research online too to further develop their answers. Writing these answers also employs literacy as keywords are listed that must be understood and written about.

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Lesson Plan Phase 1
Lesson Plan - Step 1 (Yr 8 ICT Lesson) - Case 1

Student Name	Unit or Subject	Class	Date
Abdul Karim Al-Hagin	ICT	8.2	07/11/2024

Lesson Focus
Networks - Networks

Learning Objectives
This starter task directly links into the ICT Networks area of the curriculum.

Learning Objectives
Pupils must correctly fill in the blanks which involves correctly spelling the key words associated with networks.

Resources
Pupils must correctly fill in the blanks which involves correctly spelling the key words associated with networks.

Preparation
Pupils must correctly fill in the blanks which involves correctly spelling the key words associated with networks.

Learning Objectives
Pupils must correctly fill in the blanks which involves correctly spelling the key words associated with networks.

Resources
Pupils must correctly fill in the blanks which involves correctly spelling the key words associated with networks.

Preparation
Pupils must correctly fill in the blanks which involves correctly spelling the key words associated with networks.

Task	Activities/Instructions/Key Concepts	Pupil Tasks	Resources
Opening phase and main body	- Each student will be given a T&A in the blank sheet to fill in individually. - A differentiation approach to the fill in the blanks has been taken, with the key terms listed below within the handout through the association between definition and key term not made.	- The pupils role is to fill these sheets in individually, checking answers upon completion. - Each network term will be presented to the students collectively with an A&P approach to identifying the name of each with an agree or disagree option with further probing questions to ensure a deep knowledge of each.	- Powerpoint slides - Handout sheets to give to each student
Teaching & Learning			
Review			

Lesson plan around 4 Connection types

We are learning about:

The advantages and disadvantages of using different network connection types.

Justify the selection of different connection types for a given scenario.

Independent Study:

Research the following terms and find out what they are used for:

- Ethernet Cable
- Network Interface Card
- Network Switch
- Wireless range extender
- WAN
- LAN



Today's main keywords

LAN (Local area network)	WAN (Wide area network)
Range	Data transfer speed
Security	Cost effective

Year 8 Computing: Networking

Pupils were given key terms: Ethernet cable, Network interface card, Network switch, Wireless range extender, WAN & LAN. Pupils were set the task of researching online what each term was, an explanation and the use of each. This demonstrates an emphasis of the DCF, Literacy and numeracy whilst comparing network speeds and overall workings of the network.

Good teaching and learning creates authentic contexts for learning

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Example 1 – Interviewing an Entrepreneur – Mr Al-Hagin –Year 10A – BTEC Enterprise

Part of this course required students to understand the Entrepreneurial skills and qualities that successful Entrepreneurs possess through an In-depth interview with 3 local Entrepreneurs. The first interview was with myself, a business owner and local entrepreneur within the vicinity of the school. I gave the pupils a real case-study that has authentic context as I am local to the area and speaking with examples that are real and familiar to all pupils. Pupils were shown a slide with an outline of key points, given an information capture sheet and between speaking they were free to ask any questions in order to capture any relevant information.

A snapshot of the lesson plan, this ensured I had a clear vision of the lesson and ability to ensure authentic contexts for learning

Slide highlighting a few key points around my business and myself

Student Name and Class	
Entrepreneur Name	
Business name	
Full profile	
What skills does this entrepreneur show? Give examples of where these are shown (5 skills minimum)	
Mindset this Entrepreneur has	
Give examples of where Mindset is shown	

What risks has the entrepreneur faced? How have they worked around these risks?	
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The information capture sheet utilised by students to ensure they have sufficient critical information and key examples in order to complete their coursework with this.

Example 2 – Interviewing an Entrepreneur – AB Glass –Year 9C – BTEC Enterprise

Part of this course required students to understand the Entrepreneurial skills and qualities that successful Entrepreneurs possess through an In-depth interview with 3 local Entrepreneurs. The second interview was with Alan from AB Glass, a local business within the vicinity of the school. This interview has given the pupils another real case-study that has authentic context. As with interview #1, pupils had capture sheets and were free to ask relevant questions to obtain key information and examples.

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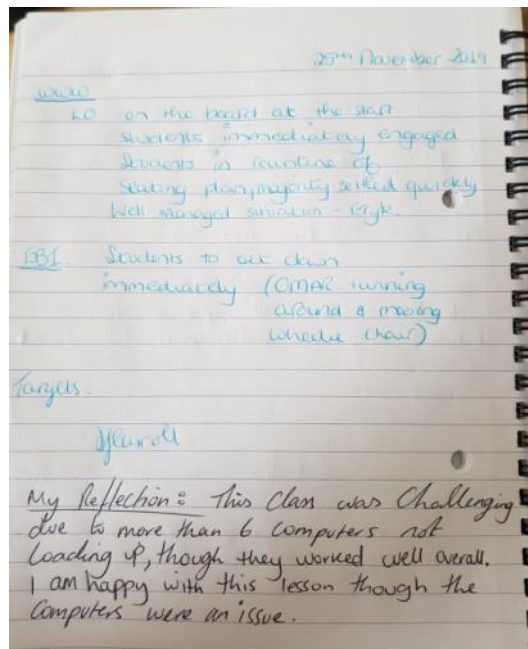
A lesson plan for Interview #2 – Clear planning for authentic learning

Student Name and Class		What risks has the entrepreneur faced? How have they worked around these risks?
Entrepreneur Name		
Business name		
Full profile		
What skills does this entrepreneur show? Give examples of where these are shown (3 skills/achievement)		
Model this Entrepreneur has		
Give examples of where Modelist is shown		

The information capture sheet utilised by students to ensure they have sufficient critical information and key examples in order to complete their coursework with this.

Entrepreneur Name	ALAN
Business name	ABS Glass
Full profile	60 people employed - Glass industry Started working in the Glass industry aged 15 years old. - Left School and tough up bringing - 1971 - ABS Glass is born.
What skills does this entrepreneur show? Give examples of where these are shown (5 skills minimum)	- Technical Skills - 17 years experience - Marketing - researched this by going out and knocking doors. - Confidence - getting out in front of people and customers to research and sell his products. - Time management - very flexible - early morning starts - but tea most critical - external time management. - Communication skills - have to be able to speak to clients & others. - Research - know your products and market.
Financial reporting / forecasting - Projecting into the future. Legal understanding - Possible Skill?	
Mindset this Entrepreneur has	Growth.
Give examples of where Mindset is shown	- Continually expanding his skills and never stops improving. - When his Plan 'A' to join the army failed, he took Plan 'B' - joined the Army Reserves. - Recovery from failure - Determinations

This is a photograph of a filled in information capture sheet.



Learning Journal highlighting the effectiveness of the lesson; a few PCs were an issue though the majority of the lesson focused around the use of information capture sheet.

Example 3 – Interviewing an Entrepreneur – Mr Williams –Year 10C – BTEC Enterprise

Part of this course required students to understand the Entrepreneurial skills and qualities that successful Entrepreneurs possess through an In-depth interview with 3 local Entrepreneurs. The 3rd interview was with Mr Williams, a former business owner and local entrepreneur within the vicinity of the school. I gave the pupils a real case-study that has authentic context as he is local to the area and provides authentic context to the lessons around entrepreneurs.

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Lesson Plan - Phase 3
Lesson Plan - Step 3: Cymhellu Gwrs - Cwm 1

Student Name	Student Name	Class	10C
Unit or Subject	ATTS: Entrepreneurship	Date	20/11/2020
Topic	Entrepreneurship: Unit 2		
Learning Objectives	This lesson links directly into the Unit 2 Assignment 1 Task 1.		
Learning Objectives	Literacy, Numeracy and ICT		
Personal Targets (linked to QI and covered in every lesson)	- Work on Focus, Pace, Fluency, Resource skills in each lesson - Active Listening: Engage		

These targets will help to define my pedagogical practice and refinement

Learning Objectives (linked to learning and assessment)

- Students will be able to: - Students will be able to: - Students will be able to:	- Students will be able to: - Students will be able to: - Students will be able to:
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Students will be able to:

- Students will be able to:
- Students will be able to:
- Students will be able to:

Assessment of Pupils' Learning

Assessment of Pupils' Learning	Assessment of Pupils' Learning
Assessment of Pupils' Learning	Assessment of Pupils' Learning

Lesson Plan – The lessons are planned with the authentic context in mind.

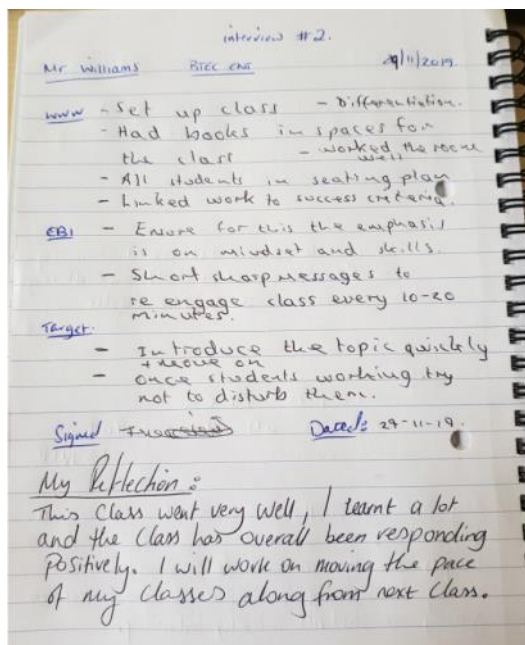
Student Name and Class	
Entrepreneur Name	
Business Name	
Full profile	
What skills does this entrepreneur show? Give examples of where these are shown (5 skills minimum)	
Mindset this Entrepreneur has	
Give examples of where Mindset is shown	

What risks has the entrepreneur faced? How have they worked around these risks?	
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The information capture sheet utilised by students to ensure they have sufficient critical information and key examples in order to complete their coursework with this.

Entrepreneur Name	Mr J Williams
Business Name	Thrive Fitness Solutions
Full profile	- Personal training - Circuit classes - Nutrition - Programme - Recovery - Circuit kickbox - changed time
What skills does this entrepreneur show? Give examples of where these are shown (5 skills minimum)	- Communication Skills - Time management - Negotiation - Marketing skills - Advertising - Fitness skills - handling flyers out - doing courses - making deals - dealing with customer - spreading work and family - confident meet new people - growth mindset
Mindset this Entrepreneur has	
Give examples of where Mindset is shown	- taught he had to work hard to be successful - developed new skills

A filled in information capture sheet on Mr Williams



My learning journal showcasing the overall effectiveness of the teaching, and that pupils engaged with the authentic context of the lesson

Critical Reflection

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Critical Reflection

This report seeks to critically reflect my professional development against 3 pedagogical principles highlighted in Donaldson's report Successful Futures, a report that highlights the new curriculum that is set to be implemented in Wales in 2022 (Donaldson, 2015). This report seeks to analyse what the current literature outlines around professional learning as well as the 3 pedagogical principles in question, of which they are highlighted and discussed below. (Boyer and Weiser, 1990; cited in Rover, 2007) suggests that scholarly teaching involves developing new understandings & insights, the refinement of new content as well as nurturing a life-long learner. Of the factors influencing overall teaching effectiveness, (Moore, 2006; cited in (Layne, 2012, p. 62), Moore found teaching methods to be far more important to learners than even respect, fairness or anticipated grades. This report seems to suggest that the thought and structures that are pre-planned are more highly rated and felt by learners than other characteristics. (Estyn, 2018) in its findings from its 2018 report has suggested that the most effective schools that excel in teaching combine highly effective pedagogical strategies with deep subject knowledge and an emphasis on staff learning. This report further highlighting the importance of pedagogical understanding, development and implementation. Professor Donaldson has been tasked with creating and implementing a new curriculum for Wales that is to be implemented in 2022, with the aim of modernising the 'outdated curriculum', emphasizing a need for technologically literate, healthier, numerically and literate students who are aware of current affairs; delivering real-life skills that are transferrable (Donaldson, 2015). Donaldson highlighted 12 principles in his report, of which this report focuses on 3 of these, namely the following 3; 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, and Good teaching and learning creates authentic contexts for learning.

The first principle highlighted by Donaldson is "Good teaching and learning means employing assessment for learning principles" (Donaldson, 2015). Assessment for Learning (AFL) involves incorporating assessments within the learning process, providing feedback to both the learner and the teacher within the lesson, allowing the teacher to adapt the teaching to meet the learners need, as opposed to traditional examinations that offer results but do not help adapt learning within the classroom (Black et al., 2003). AFL allows the teacher to gauge the learners understanding, offering real-time feedback that allows for the the learning process to be modified whilst the learning is ongoing, this is fundamentally different against the more traditional approach of assessment of learning, where assessments at the end of a term or unit gauge the overall retention and understanding of the work carried out but is seemingly too late to offer suggestions to improve the learning. AFL grants a greater flexibility around gauging understanding of learners, understanding where common misunderstandings are arising from, all whilst allowing the teacher to avoid wasting time if learners are either facing difficulties or if the content needs to be moved along due to a lack of difficulty. (Graue, 1993, p285; cited in Fautley & Savage, 2010) states "Instructional assessment provides an opportunity for teachers to explore the nature, structure, and products of their teaching. It becomes a reflective activity that informs instruction. . .". Donaldson's report highlights a greater need for autonomy for schools and teachers to adapt learning that is tailored to the individual learners, with AFL providing a real-time tool for further tailoring on an individual basis. AFL seeks to understand the learner, changing what may have been traditionally a 1 way learning direction, from teacher to learner, to 2-way learning, where both the learner and the teacher are feeding back to each other, and the overall teaching is more holistic and subject to real-time changes.

The second principle highlighted by Donaldson is "Good teaching and learning regularly reinforce Cross-Curriculum Responsibilities" (Donaldson, 2015). Donaldson's aim within the curriculum is to prioritise literacy, numeracy & digital competency, placing an emphasis across all subject areas to incorporate, where applicable, greater use of each to create a holistic approach to ensure learners have a deeper understanding and ability to utilise these key competencies (Donaldson, 2015). The importance of numeracy and literacy is clearly

illustrated in a report which studied the link between Numeracy, literacy and overall employment opportunities, concluding that poor numeracy reduces overall employment opportunities and job progression (Parsons & Bynner, 1997). The importance of the Numeracy, literacy and digital frameworks are embodied within all 'core' subjects, this is further emphasized through Donaldson's new curriculum and is now further required as Wales' Pisa results in 2019 showing some improvement though Wales is the lowest in scoring compared against other 'home nations' (Lewis, 2019).

The third principle highlighted by Donaldson is "Good teaching and learning create authentic contexts for learning" (Donaldson, 2015). The Curriculum Cymreig aims to incorporate both the Welsh language as well as aspects of Wales into areas of the curriculum where applicable, aiming to cultivate awareness of the Welsh language as well as foster a greater sense of pride and belonging to the communities in which the learners and the teachers belong. There are potential benefits of incorporating local topics into learning contexts, using local examples, such as whilst discussing topics such as using local entrepreneurs whilst teaching topics around business allows the learners to engage more closely to a local figure as opposed to discussing multi-national organisations that are seemingly too far away or too large to conceptualise. Highlighting local links to topics e.g. environmental issues, IT lessons, Business, local connections to Art etc. may encourage learners to reflect upon their own actions, break down a global concept to a more manageable task as well as encouraging buy into different concepts that have visible implications in a context learners can comprehend (InTegrate, 2018). Donaldson's principle seeks to provide learners with an authentic context for learning, utilising examples and scenarios that are both relevant and accessible to learners, placing a greater emphasis on the autonomy of teachers to be able to tailor each topic according to the setting of each class, being able to use the most relevant and suitable examples on a case by case basis.

I have sought to efficiently incorporate each of the following 3 principles into each of my lessons, Principle 1 - Good teaching and learning means employing assessment for learning principles, Principle 2 - Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy, and digital competence, and Principle 3 - Good teaching and learning creates authentic contexts for learning.

Whilst planning each lesson I have actively sought to implement each principle, the first being utilising AFL in each of my lessons, mixing a blend of approaches to gauge and encourage learning in the class. I feel through the examples provided within the Principle 1 tab, I have effectively incorporated AFL in each of my lessons, from the lesson planning stage I have thought through how I can best encourage pupil collaboration through group work, encouraging each learner to participate in the classroom through materials such as whiteboards, basketball questioning as well as individual working after establishing an overall agreed success criteria/definition according to the task in hand. The overall learning experience was varied, my confidence in utilising AFL was low, to begin with, initially accepting the first answers given, though through time I quickly learnt to avoid 'ping-pong answers', and move towards 'basketball questioning' where each answer was developed or contradicted by others within the classroom. The methods of gauging learning varied, from scanning the room for correct answers on whiteboards, groups presenting their answers back in groups through to individual work written in their books or on Word Documents individually; these approaches proved to yield an overall greater level of enthusiasm as well as a deeper understanding of the topics due to more probing questioning utilised. The use of AFL in my classroom has been heavily influenced through the work of Dylan Williams, through the avoidance of 'hands-up', allowing the same pupils to answer all the questions only as well as avoiding too much direct teaching in order to encourage a culture of risk-taking, opportunities to explore ideas and reasoning as well as cooperation to develop each individual's ideas and understanding (Black et al., 2003). The implementation of AFL in my classroom was largely smooth, though each classroom often has its own 'culture', and overcoming obstacles proved to largely come from informing class teachers of my plans to implement ideas such as not putting hands up, which is largely against a lot of teacher's class rules. I explained my reasoning and the literature behind this to both the teacher and the class as a whole, incorporating them into the cycle of changes and ensuring transparency behind the reasoning. This principle is an important aspect of my teaching and the overall majority of my experiences of implementing AFL has proved to be positive, going forward I will continue to implement these as well as various other AFL approaches into my

lessons, focusing most heavily upon learners developing a culture of 'risk-taking', where the classroom encourages each other to participate and never mock wrong answers, an important aspect of implementing AFL (Black et al., 2003).

The second principle I have sought to implement is the following: Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities. Whilst planning my lessons, I have continuously sought to regularly incorporate aspects of Literacy, Numeracy and Digital competency throughout; example 1 in the principle 2 tab highlights an analyse and infer task I set out for my classroom, analysing a body of text to highlight key themes (risks in this text), infer the definitions of each and analyse what the entrepreneur did to mitigate each risk. This task placed a great emphasis on the learner's literacy. I believe I implemented this pedagogical principle well, each learner effectively completed the task, with differentiated scat folding given. From the analyse and infer task, learners were then given sentence starters to fill in each definition from their reading and highlighting task, following on from this they then used these definitions to analyse risks faced by an entrepreneur they interviewed post-completion of this task. Correctly answering these tasks highlights the learner's ability to understand each type of risk, define and apply these to a real scenario.

This task was relatively simple to implement, with no real changes being required as this task was overwhelmingly successful. In examples 2 and 3 in the principle 2 tab, I was teaching year 8 ICT, Connection types and Networks, this the lesson both served to teach the curriculum whilst addressing literacy, numerical and digital competency within learners. Learners were given a series of tasks to identify each, analyse how each worked, carry out research to understand each and to fill in Word documents to highlight each of the tasks, these tasks also required numerical understandings in terms of overall speeds, range distances etc. These lessons effectively addressed all the recommendations set out in Donaldson's principles (Donaldson, 2015), with the 3 principles seemingly simple to incorporate into an IT class, a natural fit. These lessons were implemented relatively well though initially, I found myself conducting too much direct teaching, by the second class I assigned pupils into groups to conduct more research and then as group feedback to the class around each topic assigned, an improved approach to teaching. Going forward I will seek to incorporate more numerical literacy into my business lessons, with current lessons highlighting and touching upon figures, a deeper understanding into finances both serves to deepen the learners understanding as well as touching upon numeracy as highlighted by (Donaldson, 2015) as being integral to the new curriculum.

The third principle I have sought to implement is the following: - "Good teaching and learning creates authentic contexts for learning" (Donaldson, 2015). Whilst planning my lessons I have attempted to incorporate authentic learning contexts in each of my lessons, particularly during business lessons, with IT being more of an overall concept that is universal in comparison to business contexts which may use local businesses as case studies. In the business lessons, I planned for Year 9C, Year 10A & C, the learners were tasked with interviewing 2 entrepreneurs around their Mindset, Entrepreneurial skills and business risks they have faced (see examples 1, 2 & 3 in Principle 3 tab), with both entrepreneurs visiting from the local area, providing learners with a real, authentic context from which they may draw these lessons. This pedagogical approach was implemented very effectively, with multiple business classes engaging effectively, completing the required tasks to a very high standard, and even resulted in an informal interview after the planned interview due to the overwhelming interest. All work around these interviews were typed up in a Word document, all coursework was marked by myself in stages, with all students delivering each required stage. Planning for this principle was very simple due to the nature of the interviews being a perfect fit for 2 local entrepreneurs, a process that has proven its effectiveness. In future, I would likely seek to arrange a further follow-up interview as the learners both sought to gather information for their coursework, whilst curiosity led to questions that diverged from the objectives though helped to develop their interest in both the business subject and the industries from which these entrepreneurs have worked.

Moving forward I will continue to develop my focus on these 3 principles, with each providing their own strengths. I aim to continue to develop my understanding of the literature around AFL, with an existing understanding that will be better developed through the utilisation of additional AFL techniques, optimising and tailoring these to each individual class depending upon overall perceptions and acceptance. This principle is important to my lesson effectiveness, and will remain a consistent theme throughout my lessons continuing forward. Principle 2 is a theme that has been emphasized and discussed heavily in Donaldson's

report (Donaldson, 2015), though the incorporation of literacy, numeracy and digital competency I feel is a process that I actively seek where applicable, though I will avoid force-fitting these into areas as a check-box exercise, naturally creating resources that will best demonstrate and emphasize the topic in question, and simply using this principle to enrich areas where applicable. I will continue to implement this principle though it is more likely to be developed into thinking of alternative teaching and learning styles, being open-minded to alternative or enriching processes that may further develop the learning experience in the classroom.

Finally, the third principle is the use of authentic contexts for learning, a point that I have utilised in my business classes and that have proven to be very effective with my learners. This approach to teaching, utilising local sources as an example, has enabled myself to take concepts from a paper task to incorporating face-to-face interviews as an interactive case-study where the learners develop both their understanding as well as their questioning skills in order to draw relevant information. I plan to utilise this approach to alternative subjects such as IT, where learners may interact with IT professionals around areas of learning from the curriculum, highlighting both their experience and providing insights into the relevance of such topics. Additionally, the use of field trips to relevant sites e.g. factories for production methods in business, museums for history etc. may offer an engaging experience in which the learners develop a deeper interest in the subject whilst developing an authentic interest and context in which learners may develop their interest further.

Overall, I feel of these three principles, the first and third are the most likely to have a deep impact on my teaching pedagogical approach, with the second principle, largely being implemented unconsciously, whilst the others are conscious decisions or actions that require a degree of thought to implement. Furthermore, I continue to develop my own pedagogical approach, utilising literature around teaching and implementing these approaches to gauge the overall effectiveness in practice and within the parameters of my classroom, with theory sometimes proving to be ineffective under alternative conditions. The paramount outcome of this reflection I have found to be my overall thinking behind my actions albeit conscious or unconscious. I continuously seek to understand why I chose to implement a particular lesson in the way in which I did, questioning how the learners reacted, areas in which they weren't responding positively and overall, what I can do going forward to maximize the overall effectiveness of my teaching.

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