

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Katherine Cicharski-Harwood	Student ID number:	1800488
Programme:	Secondary PGCE		
Module:	Principles of Teaching, Learning and Pedagogy in the Secondary Sector		
Module code:	ECSP6001	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Alison S Evans	Internal Verifier:	
Assignment Title:	Part B, (i) and (ii)	Word count (or equivalent):	(i) = 1,647 (ii) = 2,152
Submission deadline:	26 November 2018	Return date of provisional marks & written feedback:	17 December 2018
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Assignment ECSP6001 Part B

(i) Use selected literature and professional documents to explain the learning principles which underpin the scheme of work, teaching session and resources. Consider the sequence of your scheme of work or syllabus requirements, differentiation and learning, Y Cwricwlwm Cymreig, Literacy and Numeracy frameworks, Digital Competence Framework etc.

In order to address the brief of this ‘micro-teaching’ assignment, I planned, prepared and delivered a thirty-minute micro-teaching lesson on my allocated subject, Modern Foreign Languages (French) for a Key Stage 3, Year 8/9, mixed ability group (in reality my peer PGCE MFL student group). My Scheme of Work covered six lessons on the topic of food in francophone countries throughout the world and included a revision of various tenses in French, a review on how to express opinions, and the introduction of food vocabulary. The lesson I chose to teach presented dishes from francophone countries and reviewed how to express opinions about them. I chose this lesson as I considered that it corresponds to the Welsh Government’s ESDGC theme on Identity and Culture (Welsh Government, 2008) as it widens horizons, challenging young learners’ perception of food that they may find strange, but which is appreciated in other parts of the world. Also, discovering that French is spoken in many countries throughout the world, outside Europe, highlights the international nature of modern European languages. This subject is topical: a recent Estyn report (Estyn, 2016) indicated that the take-up of modern foreign languages has dropped in Wales in recent years. The *Global Futures* plan (Welsh Government, 2015) seeks to redress this situation: young people need to be equipped with languages and an outward-looking viewpoint to enhance the economic future of Wales.

In this essay, an initial discussion of my scheme of work and lesson plan will be followed by a brief analysis of the learning principles underpinning these documents, including differentiation, the Cwricwlwm Cymreig, the Literacy and Numeracy Framework and the Digital Competence Framework.

A scheme of work is a sequence of lessons the planning of which enables the teacher to “think carefully about the exact nature of learning intended” (Pachler et al. 2014, 179). A scheme of work should thus establish a progression, building each lesson on the pupils’ knowledge, skills and understanding learnt in the previous one. To enable this, it needs to follow a logical sequence and be well structured. However, as Steve Smith remarks, this

structured sequence should remain adaptable to the “pace and needs of the class in front of you” (Smith, 2018, 5). My scheme of work was a progression from ‘What I have eaten’ using the “*passé composé*,’ ‘What I like eating’ introducing francophone countries, ‘When and what I will eat’ viewing time zones and ‘*le futur simple*,’ ‘How I prepare food’ including the ‘*impératif*’ for instructions, ‘What I should eat’ reviewing ‘*le conditionnel*’ and healthy food and finally a group-work preparation of a brochure including all the elements learnt in the sequence. In each lesson the four language skills of reading, writing, listening and speaking were included as well as ‘thinking’ which is the catalyst for learning. This scheme of work appears, from the outset, to have a clear topical structure and follow a logical sequence. However, it has not been put to the test of reality in the classroom.

When setting lesson objectives, Smith and Conti (2016, 313-4) suggest that a subject, specific language content, communications tasks and learning strategies need to be identified to create a statement of objectives. The lesson must then be structured with a starter giving a “broad outline” of the objectives and “eliciting existing knowledge,” followed by the presentation of the “linguistic and topical content,” initially modelling the strategy, which is then put into practice by the students, working alone, in pairs or groups. The lesson should finish with a recap, the students giving examples of the content, or a plenary task such as a game which reinforces the material presented in the lesson. My lesson plan globally followed this model. The starter activity matched words found in the code breaker with flash cards of dishes, followed by the announcement and explanation of the lesson’s objectives. As this micro-teach was made in artificial circumstances (for assessment purposes), no prior knowledge or reference to previous lessons was elicited. The linguistic and topical content, initially modelled, was then put into practice by the students, working in pairs, who created sentences and presented them to the class. Further linguistic content was presented for homework (as the time constraint did not allow this to be done in the micro-teach class). The lesson finished with a plenary game, reinforcing the lesson material.

Three main learning principles (behaviourism, constructivism and social-constructivism), influence contemporary teaching theories. The behaviourist theory was established in the early twentieth century when the Russian physiologist, Pavlov, experimenting the behaviour of dogs, proved that they can be conditioned to salivate even without the presence of food. Thus learning is an “observable change in behaviour resulting from experience of stimuli, response and reward” (Pavlov 1927). The American psychologist, Skinner, demonstrated that this learnt behaviour can be ‘reinforced’ positively, by further

reward (praise for example), or negatively by punishment (Skinner, 1953). This behaviourist approach gives weight to teacher-centred learning, employing repetition of desired responses and rewards for ‘desired’ behaviour. In my micro-teach lesson, this is evidenced in the teacher-centred linguistic activities before the students put them into practice. The constructivist theory, in which the Swiss psychologist Piaget argued that humans are “lone scientists” actively making sense of the world around them, considers learning to be an “internal process” rather than dependent on external stimuli. This learning style is evidenced in the code-breaking activity in my lesson when students were working alone to crack the code. The third learning theory, the social-constructivist model, blends Piaget’s theories with those of the Russian psychologist, Vygotsky, who argued that cognitive functions have their origin in social interaction and are then internalised, signifying that communication with others is crucial for learning (Vygotsky, 1987). This is evidenced in the pair-work activities in my lesson in which the learners, working together, were better able to come to grips with and understand the task. Furthermore Vygotsky contended that a child needs support to bridge the gap (the Zone of Proximal Development) between what they can do on their own and the next step in their development. Vygotsky argued “...what a child can do with assistance today, she will be able to do by herself tomorrow” (Vygotsky, 1987). This support, later called ‘scaffolding’ by the American psychologist, Bruner, is currently considered to be a major part of the role of teachers. This ‘scaffolding’ can be seen in the modelling of answers and solutions in my lesson, for example the sentences I gave to model: which country the flag belongs to, in which continent it is found and what people eat there. The students built on this scaffolding to construct new sentences (slide 6).

Differentiation, “the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning” (TDAS 2007), requires that all pupils (ranging from those with the most difficulties to those with the highest abilities) be included, and have access to a lesson which all will find challenging. This necessitates lessons to be planned and resources created for all levels of students with extra scaffolding for the students who require it. Also homework, marking, feedback and seating arrangements in the classroom have to take differentiation into consideration. Convery and Coyle (1999) categorised differentiation “by text, task, outcome, support, ability, interest, variety and range.” ‘Task’ (different depending on abilities), ‘support’ (varying on needs) and ‘outcome’ (different response to the same task) are now the most relevant in current literature (Driscoll et al., 2014). In my micro-teach, I had two More Able and Talented (MAT) learners

in my class whom I placed, separated, at the back of the class and one autistic learner and another visually impaired learner whom I placed in the front. Having the two learners requiring the most scaffolding and assistance at the front of the class meant I could check their progress more easily. I had also prepared 24-font written worksheets and resources on buff-coloured paper for the visually impaired learner. The two MAT learners were given an extension task and additional reading with a QR code and extended homework.

Estyn described the *Cwricwlwm Cymreig* as “The notion of a distinct Welsh dimension to the curriculum of schools in Wales” (Estyn, 2001). It is a statutory requirement for teachers to provide pupils with “opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales” (*Curriculum Cymreig*, 2009), so that everyone living in Wales, including pupils who are new to Wales, (Estyn, 2006) has a common sense of belonging, of Welsh place and heritage. I included something representing Wales or ‘Welshness’ in all lessons in my micro-teaching. In the taught lesson I added the Welsh flag and included a modelling sentence saying that people eat Welsh cakes in Wales.

With the aim of raising standards of literacy and numeracy in schools, it has been a statutory curriculum requirement, in Wales, since 2013, for “teachers of all subjects to identify and provide opportunities for learners to apply literacy and numeracy across the curriculum” (Welsh Government, 2013). For numeracy, the development of numerical reasoning, number skills, measuring and data skills are expected, and for literacy: oracy, reading and writing. I embedded numeracy tasks for each lesson in my SOW, including my taught lesson. Oracy, reading and writing are an essential part of language learning and so are automatically present in the lessons. Furthermore, since September 2018, schools in Wales have started to introduce a programme of Digital Competence which will be implemented in 2022 on a cross-curricular basis. Aware of this important development, I integrated elements of digital competence into my micro-teaching, scheduling QR codes for extension tasks for MAT learners and Kahoot activities for plenaries.

Thus in my micro-teaching SOW, lesson plan and teaching, I endeavoured to integrate and apply, to the best of my ability, the elements I had learnt from my university lectures and further reading.

References

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Evaluation of Pupils' Learning:-	Evaluation of my Teaching:-
The 'pupils' (my peer PGCE students) possessing a varying competence in French (some had an excellent level, others were beginners) cannot be compared with real-life secondary-school pupils, nonetheless, I found them particularly interested and involved in my lesson, responding promptly to my questions and on-task throughout. They understood what I expected them to do and performed in an excellent manner. In the group-work activities, stronger pupils supported the weaker ones, and they completed the tasks without asking unnecessary questions All the pupils seemed pleased with the outcome. And in the ball-game at the end of the lesson, they were all able to answer with the corresponding vocabulary.	I am globally satisfied with my teaching in this lesson. My resources were bright and colourful and engaged the pupils; there was even a Welsh element which raised a smile. I found the lesson topic, involving a Francophone cultural element, very motivating and it was easy to transmit my enthusiasm to my pupils. I had constructed my lesson plan around the concept of building each activity on the previous one and I believe this was effective. I also attempted to give a range of possible levels, allowing the more advanced learners to stretch further by writing additional and more complex sentences in the writing task activity. I also had prepared larger font resources (on buff-coloured paper) for my visually impaired learner) and placed my ASD learner in the front of the class. I attempted to be as encouraging and helpful as possible with all of my pupils and moved around the room monitoring and supporting them.
Implications for future teaching and learning:-	
* If observed, please refer to targets agreed with Mentor/Tutor. My tutor pointed out that I could have differentiated more fully the plenary activity, some pupils could have said just the word, while others could have made a sentence. I could also have provided a scaffold to support all learners for the 'j'aime' phrases. This is an important point for me to take into consideration for future teaching: all levels of students must understand, be engaged with and be challenged by my lessons. The objectives could also have been more challenging. Likewise it is necessary to check on pupils' learning throughout the lesson and to make sure that all is understood. (For example the term 'francophonie' is difficult and I should have checked on pupils' understanding of the concept). This could be achieved by mini-plenaries and/or by returning to the objectives during the lesson to check progress. I will keep these remarks in mind and hope to implement the advice so as to improve my lesson planning in future.	

Scheme of Work

Name	Katherine Cicharski-Harwood	School	
Subject	French	Year	8/9 Key stage 3
Objectives	By the end of this scheme of work, learners will know about eating habits in the francophone world, about their different ways of cooking food and about healthy eating. Learners will be able to present a brochure for an international healthy-eating Francophone restaurant to the class.		
Skills	Overview Where and how are these skills developed in this scheme of work?		
Subject-specific	Food and cooking vocabulary, revision of passé composé, what I like, don't like, and what I hate, revision of the future simple, the imperative form and the conditional.		
Literacy	Comprehension and spoken exercises will enhance literacy skills in both English and French.		
Numeracy	Code-cracking, time-zones, calculation of quantities/weights for cooking, number of healthy foods to eat.		
Digital Competence	Online games for assessment of learning eg quizizz.		
Y Cwricwlwm Cymreig Including Welsh language	Incidental Welsh. Use of Welsh context.		
ESDGC	Identity and Culture. Healthy living.		

Making the learning accessible	How will I ensure all learners can access the lessons? I will leave extra work that MAT learners will be able to do on the worksheets. I will keep my ASD learner near to me so I can help him/her whenever necessary (or work with a Teaching Assistant if there is one). I will print documents on buff paper, in font 24, for my visually impaired learner.
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Scheme of Work

Lesson	Learning objectives	Teaching activities	Learning Activities	Resources	Assessment	Skills
1	Discover food and drink vocabulary Revision of passé composé. I can make sentences about what I have already eaten.	(routine): Bonjour! Ça va? Starter activity Quelle est la date aujourd'hui? (with numerical calculation of date) Aims of lesson Pictures and vocabulary Drilling for pronunciation. Revision how to make sentences with the passé composé, using the new food vocabulary. Quizziz on tday's vocabulary	Response to 'routine.' Write down date (in letters) in books while register being taken.. 'Active' listening Repeating vocabulary and labelling food items in worksheet. Repeating sentences with passé composé, then using passé compose to complete six sentences in the worksheet (one for each personal pronoun). MAT learners can do more. Make up sentences about what I have already eaten, using new vocabulary and presenting them to the class. Quizziz	Power point Worksheet Power point Worksheet laptops	Checking pronunciation . Peer checking of worksheet. Oral checking On-line quiz	Numeracy Oracy + reading + writing Thinking + writing + oracy Thinking + writing + speaking/oracy Reading

Scheme of Work

Lesson	Learning objectives	Teaching activities	Learning Activities	Resources	Assessment	Skills
2	Discover dishes from francophone countries I can express myself about what I like, what I don't like and what I hate	Starter: code-breaker finding vocabulary about dishes. Drilling on new words. Announce learning objectives. Give out map of French-speaking countries, flashcards of flags and typical dishes. Give model sentence. Presentation and sentences with 'j'aime, je n'aime pas, je déteste.' Drilling. Explanation homework: write one sentence with 'J'aime,' one sentence with 'je n'aime pas' and one sentence with 'je déteste' (using vocab from lesson). <i>MAT learners to write 2 sentences for each.</i> Ball game. I throw a ball and learner has to give the name of a dish.	Routine + Learners working on code-breaker while register being taken. Writing vocabulary/translation in their books. Saying new words for pronunciation. 'Active' listening Working in pairs, learners match the flags and the dishes with the map and present them to the class (one sentence each). <i>(Extension task for QR code for MAT learners)</i> Repeating aloud for pronunciation Learners write down work to be done. Each learner has to give the translation of a dish.	Power Point Power Point Handout and flash-cards. Power Point Power Point Soft ball	Hands up w/answers. Key given in next slide Checking sentences spoken to class. Checking pronunciation Walk-round checking Whole-class oral checking	Numeracy Oracy + writing Thinking/problem solving + oracy + reading Oracy Writing Thinking + oracy

Scheme of Work

Lesson	Learning objectives	Teaching activities	Learning Activities	Resources	Assessment	Skills
3	Discover time differences in franco-phone countries and when people eat their meals. Revision of 'futur simple' I can talk about my future meals using the 'futur simple.'	(routine): Bonjour! Ca va? Starter: put up world map with time zones. Learners are to say which city has the biggest time difference with Swansea (GMT) and how many hours +/- Announce and discuss learning objectives. Hand out world map with time zones + flash-cards of cities in French-speaking countries. Make a sample sentence comparing times and drill. Revision how to make sentences with the futur simple, using meal times in different time zones. Drilling. Give out worksheet. WWW + EBI	Response to 'routine.' Learners working on time difference while register being taken 'Active' listening Repeating sample sentence. In pairs, work out time in each city when meal-times in Swansea using flash-cards, make sentences and present to class. Repeating sentences with the 'futur simple' then using the future simple to complete six sentences in the worksheet (one for each personal pronoun). MAT learners can do more. Make up sentences about my future meals using the future simple and presenting them to the class. WWW + EBI	Power Point Power Point Flash-cards Power Point Power Point + worksheet	Hands up w/answers. Solution given in next slide Oral checking sentences spoken to class. Peer checking Oral checking	Numeracy Oracy + problem solving + numeracy Oracy + thinking + writing Thinking + writing + speaking Oracy

Scheme of Work

Lesson	Learning objectives	Teaching activities	Learning Activities	Resources	Assessment	Skills
4	Discover the different ways of cooking food. Learn vocabulary for cooking. Review the imperative I can explain how to cook a meal.	(routine): Bonjour! Ca va? Starter: 'true or false' activity Announce and discuss learning objectives. Hand out pictures+word and sentences describing ways of cooking+ utensils.. Drill the new vocabulary for pronunciation . Brief review of imperative verb form. Hand out picture of Chef + speech bubbles Ask to write 8 sentences. Give 1st instruction on how to make an omelette: throw a ball and catcher gives next instruction and so on... Exit Ticket: quel est mon plat préféré	Response to 'routine.' Learners working on answering questions 'vrai ou faux' on cooking weights while register being taken. 'Active' listening. In pairs, match picture/word with the sentence describing the cooking activity Repeating the new vocabulary for pronunciation. In pairs, continue the matching game with Chef + speech bubbles. Match Chef's action with speech bubbles Write 8 sentences to explain to a friend how to make this evening's meal. Each student has to add a sentence/instruction continuing how to make an omelette. Exit Ticket: 'quel est mon plat préféré'	Power Point + worksheet. Introduction to cooking vocabulary. PowerPoint Picture/word and sentence Repeating Pictures of Chef preparing a meal + speech bubbles reading a recipe (imperative form)	Hands up w/answers. Solution given in next slide Peer assessment Peer assessment/self assessment with PP answer slide Taken in for checking. Oral checking	Numeracy + Oral Thinking + reading, comprehension Oracy Thinking + reading Writing + creative skills Speaking

Scheme of Work

Lesson	Learning objectives	Teaching activities	Learning Activities	Resources	Assessment	Skills
5	Discover healthy eating. Revision of conditional. What should we eat to keep healthy? I can say what we should eat to keep healthy.	(routine): Bonjour! Ca va? Starter: code-breaker finding vocabulary about healthy food. Announce and discuss learning objectives. Hand out worksheet and ask to decide which food is healthy or not and make a sentence why to present to the class. Revision of the conditional. Exercise on PowerPoint. Further exercises on worksheet. Make up sentences about what we should eat to keep healthy using the conditional. Kahoot	Response to 'routine.' Learners working on code-breaker while register being taken. 'Active' listening. Working in pairs learners decide which food is healthy/not healthy and make a sentence to say why and present to the class. Repeating sentences with the conditional then using the conditional to complete six sentences in the worksheet (one for each personal pronoun). MAT learners can do more. Make up sentences about what we should eat to keep healthy, using the conditional, and presenting them to the class. Kahoot healthy food vocabulary	Power Point Power Point Worksheet PowerPoint and Worksheet laptops	Hands up w/answers. Key given in next slide Oral checking. Oral checking + Peer-checking (worksheet) Oral checking online	Numeracy Oral + writing Thinking, reading, oracy Thinking + writing Thinking + writing + speaking

Scheme of Work

Lesson	Learning objectives	Teaching activities	Learning Activities	Resources	Assessment	Skills
6	Revision of food theme In groups, create a brochure/menu for “<i>Franc-manger</i>” an International Healthy-Eating Francophone Restaurant and present it to the class.	(routine): Bonjour! Ca va? Starter: TripAdvisor opinion for which of 3 restaurants? Announce and discuss learning objectives. In groups, students to create a brochure / menu for “<i>Franc-manger</i>” an International Healthy-Eating Francophone Restaurant. Ask students to present their brochure to the class in French. WWW + EBI	Response to ‘routine.’ Learners understanding TripAdvisor notice and deciding to which restaurant it refers (out of 3) ‘Active’ listening. In groups, learners to use as much of the elements learnt in this sequence of lessons as possible in the brochure: ○ Passé composé ○ Futur simple ○ Conditionnel ○ Plats typiques de la francophonie ○ Heures des repas des différents pays francophones ○ Manger sain Students present their brochure to the class in French. WWW + EBI	Power Point laptops	Hands up w/answers. Key given in next slide Oral assessment	Thinking Oracy Digital competence skills Thinking, creating, writing Oracy

NAME: Katherine Cicharski-Harwood	DATE / TIME: 10/10/2018	PERSONAL TARGET(S): To teach my class about dishes from francophone countries and for them to be able to express what they like, do not like and hate about the various dishes.
LEARNER CONTEXT: <i>(Eg. Class, number of learners, any specific requirements, notes from last lesson)</i> 12 pupils (1 boy and 11 girls);, 2 x MAT learners (<i>Régine et Juliette</i>) 1 x ASD learner (<i>Sabrina</i>) 1 x visually impaired learner (requiring size 24 font and buff-coloured paper) (<i>Paula</i>)		
LESSON CONTEXT: <i>(Eg. Where does this lesson fit in a sequence? What subject specific skills are learners developing? Any notes from last time I taught this lesson)</i> - This is the second lesson in a sequence of 6 lessons on food. - In the introductory lesson, learners discovered new food vocabulary and revised the passé composé to be able to make sentences about food they have already eaten. - The lesson following on from today's lesson will cover time-differences in francophone countries: at what time people eat their meals, and revision of the future simple. - The following lessons will cover different ways of cooking food and healthy eating with a revision of the conditional. - The sequence ends with a revision of the theme and the creation, in groups, of a brochure for an international healthy-eating Francophone restaurant, which is to be presented to the class. In this lesson, learners will be using literacy skills in writing and some numeracy skills in the code-breaking. They will be speaking and writing in the TL throughout the lesson and I will be talking in the TL as much as possible (without them losing the thread of my meaning).		
OBJECTIVES: <i>(What do I want learners to know or be able to do at the end of the lesson)</i> I want all the learners to know the new vocabulary and confidently express themselves about whether they like, dislike or hate the dishes. Some learners will also be able to give the reason for their preference.	CHECKING FOR UNDERSTANDING: <i>(How will I know what each learner has learned? How will they know?)</i> I will know what each learner has learned from the sentences they produce and the vocabulary question game at the end. The learners will know what they have learned from my oral correction of their sentences, and from the question game at the end.	
RESOURCES REQUIRED: - Hand-out + flash-cards - Power Point + copy of Power Point - Soft ball		

ACTIVITY 1		TIMING – 9:30 – 1 min
TEACHER ACTIVITY <i>(What will I do?)</i> Routine: Bonjour tout le monde ! Ca va ? Quelle est la date aujourd'hui ?	LEARNER ACTIVITY <i>(What will the learners do?)</i> Bonjour! Ca va bien merci ! (hands up, one pupil says the date)	
REASONING <i>(Why have I chosen this? How does it link to the objectives?)</i> This routine begins the lesson with normal French speech, getting pupils into the TL atmosphere.		
MAKING THE LEARNING ACCESSIBLE <i>(How will I ensure all learners can access the lesson?)</i> There should be no problems involved.	ASSESSMENT <i>(How will I know if it's worked?)</i> If everyone speaks.	

ACTIVITY 2		TIMING – 9:31 – 5 mins
TEACHER ACTIVITY <i>(What will I do?)</i> Starter whilst taking register: Code on the board (powerpoint) and ask learners to break the code. Key given in next slide. Hand out flash cards of dishes and ask to match them with the words found. Show slide with answers. Drilling. Ask learners to write words down.	LEARNER ACTIVITY <i>(What will the learners do?)</i> Say 'Présent !' Learners break the code to discover the vocabulary. Hands up with answers. Match the dish with the word. Hands up with answers. Self-checking. Then learners will repeat after me ensuring good pronunciation and will write down the vocabulary and translation.	
REASONING <i>(Why have I chosen this? How does it link to the objectives?)</i> This starter uses numeracy and thinking. The pupils learn new vocabulary for the lesson with pronunciation. Involves listening, speaking and writing.		
MAKING THE LEARNING ACCESSIBLE <i>(How will I ensure all learners can access the lesson?)</i> I will keep the pace at a reasonable speed to ensure all learners are pronouncing the words correctly.	ASSESSMENT <i>(How will I know if it's worked?)</i> Hands up for code-breaking and word/picture matching. Listening for correct pronunciation and correcting when necessary.	

ACTIVITY 3		TIMING – 9:36 – 1 min
TEACHER ACTIVITY <i>(What will I do?)</i> Announce learning objectives on Powerpoint	LEARNER ACTIVITY <i>(What will the learners do?)</i> Listening and writing	
REASONING <i>(Why have I chosen this? How does it link to the objectives?)</i> To share the objectives clearly		
MAKING THE LEARNING ACCESSIBLE <i>(How will I ensure all learners can access the lesson?)</i> I will ask if everybody is clear on the objectives.	ASSESSMENT <i>(How will I know if it's worked?)</i> Question : is everything clear? Tout est clair?	

ACTIVITY 4		TIMING – 9:37 – 10 mins
TEACHER ACTIVITY <i>(What will I do?)</i> Put up slide with map of French-speaking countries. Explain the map. Give out the map of French-speaking countries, flashcards of flags and remaining typical dishes. Explain how to match and how to make 2 sentences. (Powerpoint) Example : 1) Ceci est le drapeau du Pays de Galles, qui se trouve en Europe. 2) Au Pays de Galles on mange des 'Welsh cakes.' Walk around class and help when required.	LEARNER ACTIVITY <i>(What will the learners do?)</i> Working in pairs, learners match the flags and the dishes with the map, write 2 sentences and present them to the class (one sentence each) <i>Extension task QR Code with additional reading for MAT learners.</i>	

REASONING (<i>Why have I chosen this? How does it link to the objectives?</i>) Learners match countries, flags and dishes, expanding their knowledge of the francophone world. They make sentences giving the continent and using the new vocabulary. Learners think, write and speak.	
MAKING THE LEARNING ACCESSIBLE (<i>How will I ensure all learners can access the lesson?</i>) I will use font size 24 for the visually impaired learner and help the ASD learner if and when required and give a QR code to the MAT learners for additional reading.	ASSESSMENT (<i>How will I know if it's worked?</i>) I will know whether the pupils have understood correctly from their sentence presentation.

ACTIVITY 5	TIMING – 9:47 – 10 mins
TEACHER ACTIVITY (<i>What will I do?</i>) Presentation of 'Jaime, je n'aime pas, je déteste.' Drilling for pronunciation. Slide 'J'aime' + 'parce que' x 3 sentences. Drilling. Slide 'Je n'aime pas' + 'parce que' x 3 sentences. Drilling. Slide 'Je déteste' + 'parce que' x 3 sentences. Drilling. Slide: <i>For your homework</i> Ask learners to write 3 sentences, 1. 'Jaime..' + 'parce que...' 2. 'Je n'aime pas...' + 'parce que...' 3. 'Je déteste ...' + 'parce que...' using the vocabulary learnt in the lesson. MAT learners to write 2 sentences of each.	LEARNER ACTIVITY (<i>What will the learners do?</i>) Repeating for pronunciation and getting used to the feel of the phrases. Repeating 'J'aime' + 'parce que' + lesson vocabulary. Repeating 'Je n'aime pas' + 'parce que' + lesson vocabulary. Repeating 'Je déteste' + 'parce que' + lesson vocabulary. <i>Homework :</i> to write 3 sentences, 1 st with 'Jaime..' + 'parce que...' 2 nd with 'Je n'aime pas...' + 'parce que...' 3 rd with 'Je déteste ...' + 'parce que...' each time using the vocabulary learnt in the lesson. MAT learners to write 2 sentences of each.

REASONING (<i>Why have I chosen this? How does it link to the objectives?</i>) Learners use the formulation of 'J'aime, je n'aime pas, je déteste + parce que' with the new vocabulary so they can express what they like, do not like or hate about the dishes. Learners listen, think, write and speak.	
MAKING THE LEARNING ACCESSIBLE (<i>How will I ensure all learners can access the lesson?</i>) I will help any struggling learners to understand the sentences given, use font size 24 for the visually impaired learner and help the ASD learner if and when required. I will tell the MAT learners to write 2 sentences of each format for their homework.	ASSESSMENT (<i>How will I know if it's worked?</i>) I will check the repeating of the sentences by the learners and mark their homework sentences.

ACTIVITY 6	TIMING – 9:57– 3 mins
TEACHER ACTIVITY (<i>What will I do?</i>) Plenary task: ball game. I will throw a ball to a pupil and ask for the French word for one of the dishes. The pupil then throws the ball to another learner and asks the French word for a different dish and so on. e.g. 'Comment dit-on PIE en français'	LEARNER ACTIVITY (<i>What will the learners do?</i>) A game testing each other on French vocabulary used during the lesson.
REASONING (<i>Why have I chosen this? How does it link to the objectives?</i>) In-class joint assessment of lesson learning.	
MAKING THE LEARNING ACCESSIBLE (<i>How will I ensure all learners can access the lesson?</i>) Powerpoint with English words to find in French.	ASSESSMENT (<i>How will I know if it's worked?</i>) I will have a global appreciation of the learning outcome of the lesson by the learners' answers.

PRE-LESSON CHECKLIST

Will learners be developing their skills in...

- ✓ Literacy? (**writing and making sentences**)
- ✓ Numeracy? (**code cracking**)
- ✓ Digital Competence? (**QR code**)
- ✓ Does this lesson contribute to a specific element of one of the frameworks? **Y / N** How?
(**Thinking – working out new vocabulary, communicating: expressing an opinion. Scaffolding**)
- ✓ Y Cwricwlwm Cymreig? (**Welsh flag**)
- ✓ ESDGC? (**Identity and Culture: Francophone countries throughout the world and their dishes**)

Have I considered... (Adapted from Fletcher-Wood (2016))

- * Hook: How does the opening task get the learners interested and thinking?
From the start of the lesson, try to get the learners into the TL atmosphere. Code-cracking: get learners interested in the vocabulary + visual aids with flash-cards.
- * Model: Is it clear to the learners what success looks like?
Hopefully, the learners will see their success in their ability to use the vocabulary to Express their opinion on the dishes.
- * Focus: What will this lesson make the learners think about?
It will make the learners think about who else speaks the TL, making it more interesting to learn.
It will also make them think that food is different in different parts of the world. It may make them revise their opinions on strange dishes.
It should make them feel more comfortable in expressing their likes and dislikes in French.
- * Access: Can every learner access the main ideas of the lesson?
I will make it my aim to enable every learner to access the main ideas of this lesson.
- * Challenge: How will every learner be challenged by this lesson?
MAT learners will have access to additional reading via a QR Code and can make further sentences which they can give mat the end of the lesson for correction.

EVALUATION

(How did the lesson go? What points will I take forward to the next lesson? Could I use this lesson as evidence in my PDP?)

See short-term assessment and evaluation form

Remember to add in a photo of your comment book below

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

20 15 21 18 20 9 5 18 5

12 1 14 7 15 21 19 20 5

13 1 14 7 21 5

3 8 5 14 9 12 12 5

7 18 5 14 15 21 9 12 12 5

5 19 3 1 18 7 15 20

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

TOURTIERE

LANGOUSTE

MANGUE

CHENILLE

GRENOUILLE

ESCARGOT

TOURTIERE

PIE

LANGOUSTE

LOBSTER

MANGUE

MANGO

CHENILLE

CATERPILLAR

GRENOUILLE

FROG

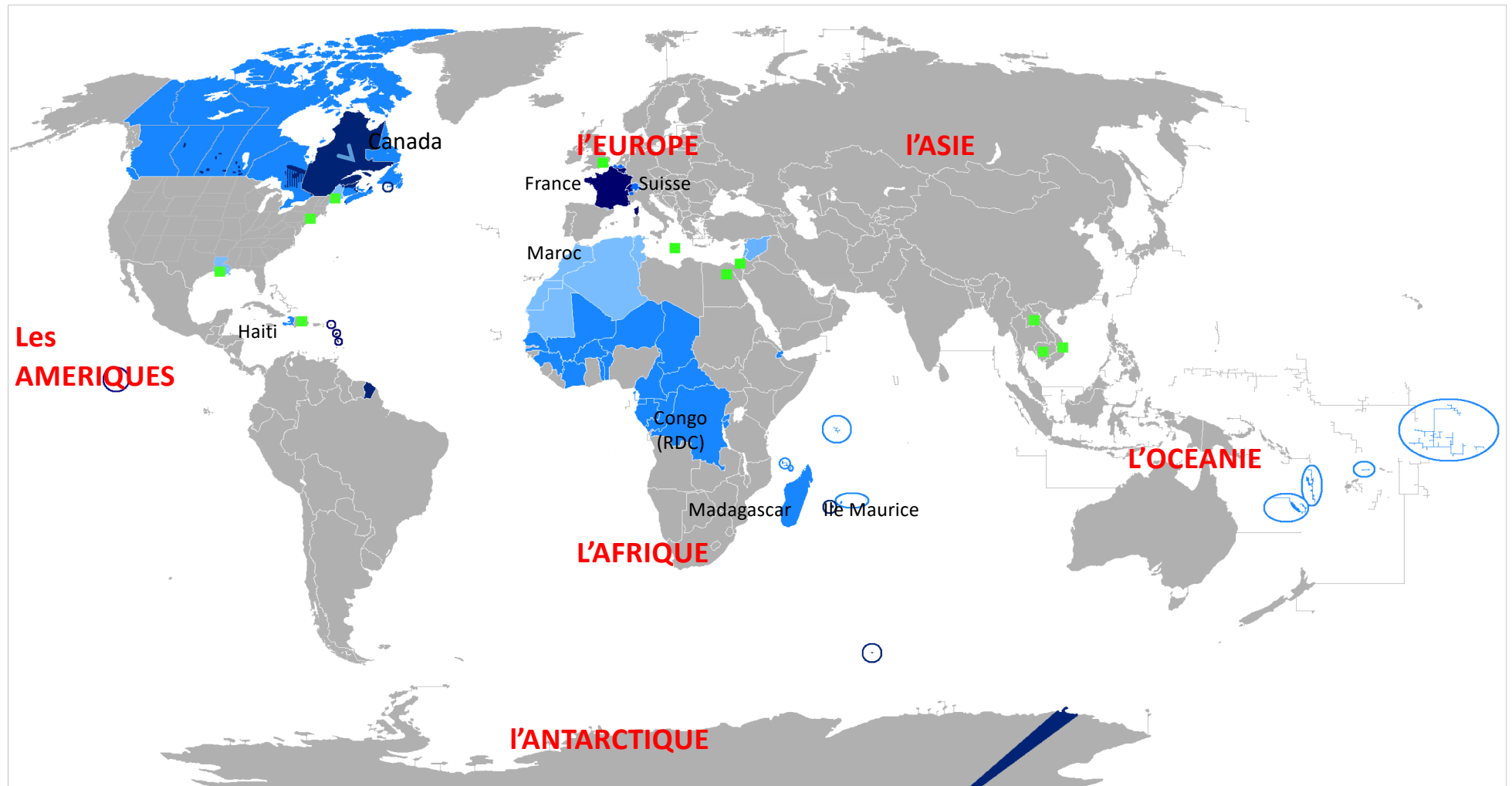
ESCARGOT

SNAIL

Objectives

- ✓ I know different dishes from francophone countries.
- ✓ I can express myself about what I like and what I don't like

FRENCH SPEAKING COUNTRIES IN THE WORLD



Dark blue: native French speakers
Light blue: French is a 2nd language

Medium blue: French is an official language
Green: French is a minority language

Work in pairs to match the flags and dishes with the map and present them to the class (one sentence each)

- 1) Say which country the flag belongs to and in which continent it is found e.g.

Ceci est le drapeau du Pays de Galles, qui se trouve en Europe.

- 2) Say what people eat there, e.g.

Au Pays de Galles on mange des 'Welsh cakes.'





J'aime
Je n'aime pas
Je déteste

J'aime ...



- J'aime la salade de mangues créole parce qu'elle ne fait pas grossir.
- J'aime les fruits du Madagascar parce qu'ils sont sucrés.
- J'aime la fondue au fromage parce que le fromage coule.

Je n'aime pas ...

- Je n'aime pas le tajine parce que c'est trop épicé.
- Je n'aime pas la fondue au fromage parce que c'est trop chaud.
- Je n'aime pas la tourtière parce qu'elle fait grossir.



Je déteste ...

- Je déteste les chenilles parce qu'elles sont des insectes.
- Je déteste les cuisses de grenouilles parce qu'elles ressemblent à des jambes d'humains.
- Je déteste les escargots parce que je les imagine vivants.





A ton tour!

For your homework, écris 3 phrases:

- la première avec 'J'aime.....
 - la deuxième avec 'je n'aime pas.....
 - la troisième avec 'je déteste.....
- chaque fois avec 'parce que'
et un utilisant le vocabulaire de la
leçon.

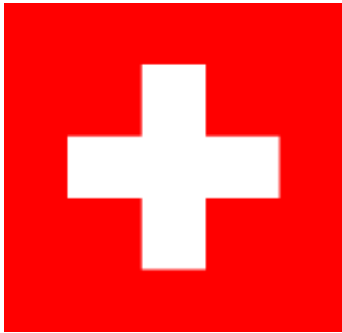
Comment dit-on.....

- **PIE**
- **LOBSTER**
- **MANGO**
- **CATERPILLAR**
- **FROG**
- **SNAIL**

...en français?



On buff-coloured paper



SUISSE



FRANCE



CONGO (RDC)



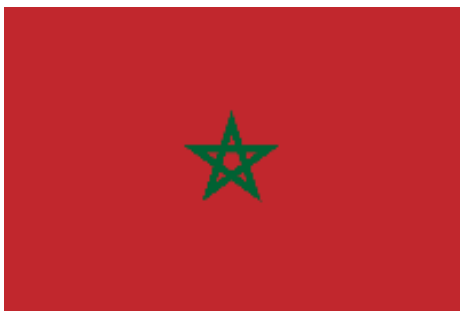
ILE MAURICE



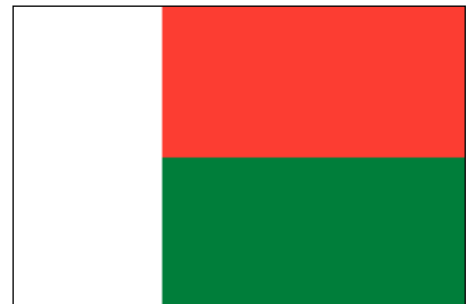
HAITI



CANADA



MAROC



MADAGASCAR

On buff-coloured paper



le **TAJINE** - MAROC



la **TOURTIERE** (de Noël) - CANADA



la salade de **MANGUES** - HAITI



la **FONDUE** au fromage - SUISSE



la **LANGOUSTE** grillée- ILE MAURICE



les **FRUITS** - MADAGASCAR



les **LEGUMES** - MADAGASCAR



les **CHENILLES** – CONGO



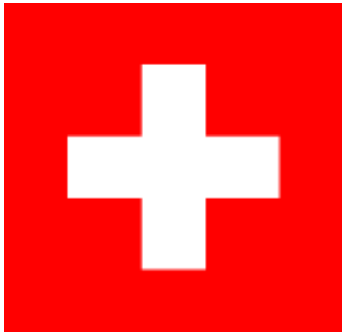
les **CHENILLES** grillées – CONGO



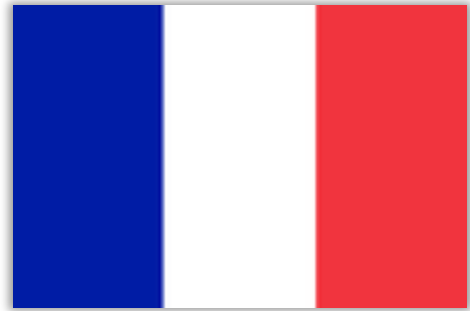
les cuisses de **GRENOUILLE**-FRANCE



les **ESCARGOTS** - FRANCE



SUISSE



FRANCE



CONGO (RDC)



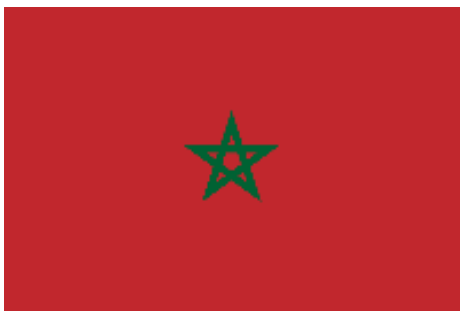
ILE MAURICE



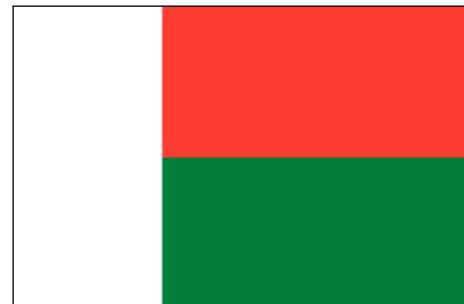
HAITI



CANADA



MAROC



MADAGASCAR



Le PAYS DE GALLES

Page of cards for code cracking



la **TOURTIERE** (de Noël) - CANADA



la salade de **MANGUES** - HAITI



la **LANGOUSTE** grillée - ILE MAURICE



les cuisses de **GRENOUILLE** - FRANCE



les **ESCARGOTS** - FRANCE



les **CHENILLES** – CONGO



les **CHENILLES** grillées – CONGO



les **FRUITS** - MADAGASCAR



les **LEGUMES** - MADAGASCAR

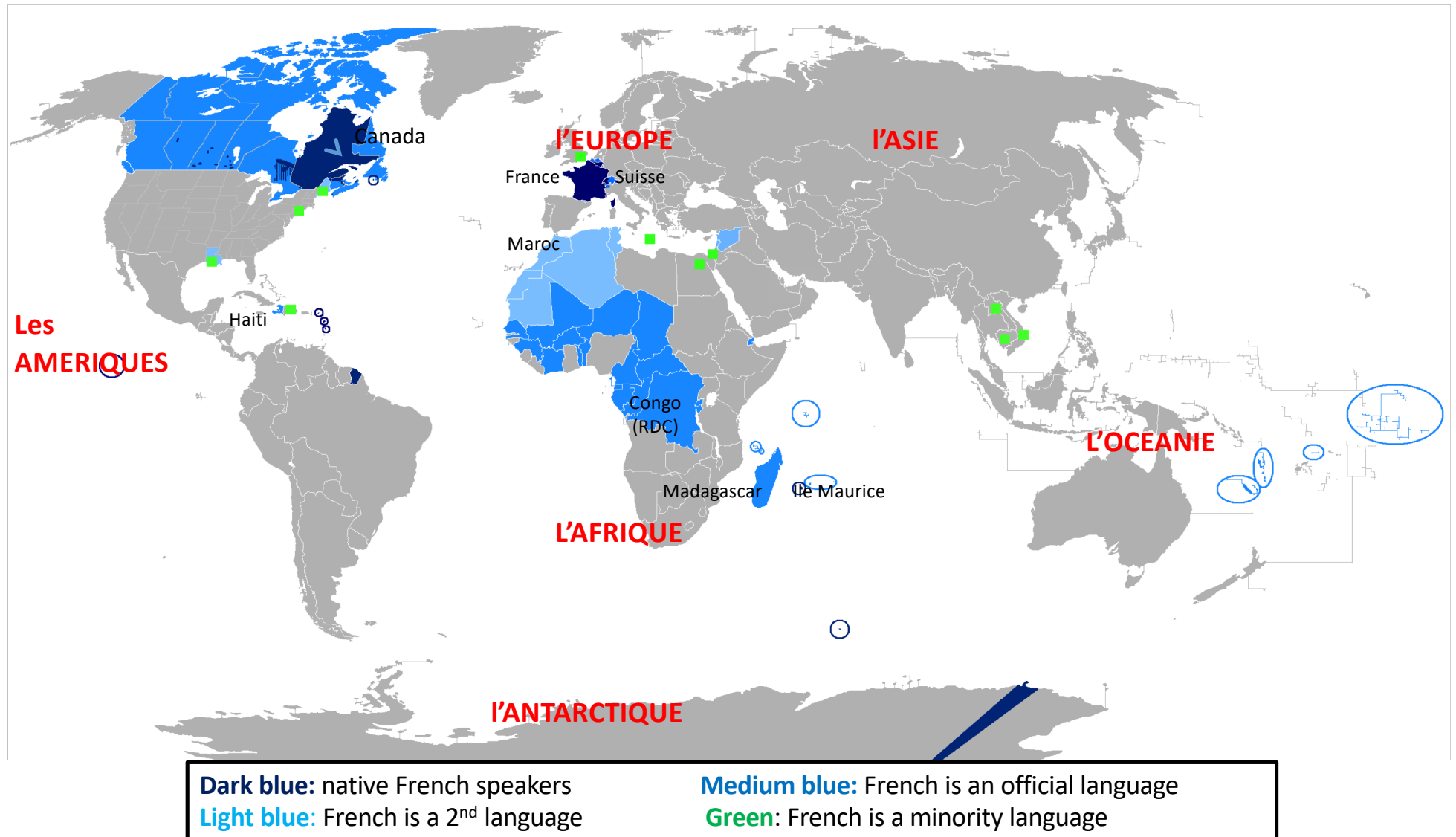


la **FONDUE** au fromage - SUISSE

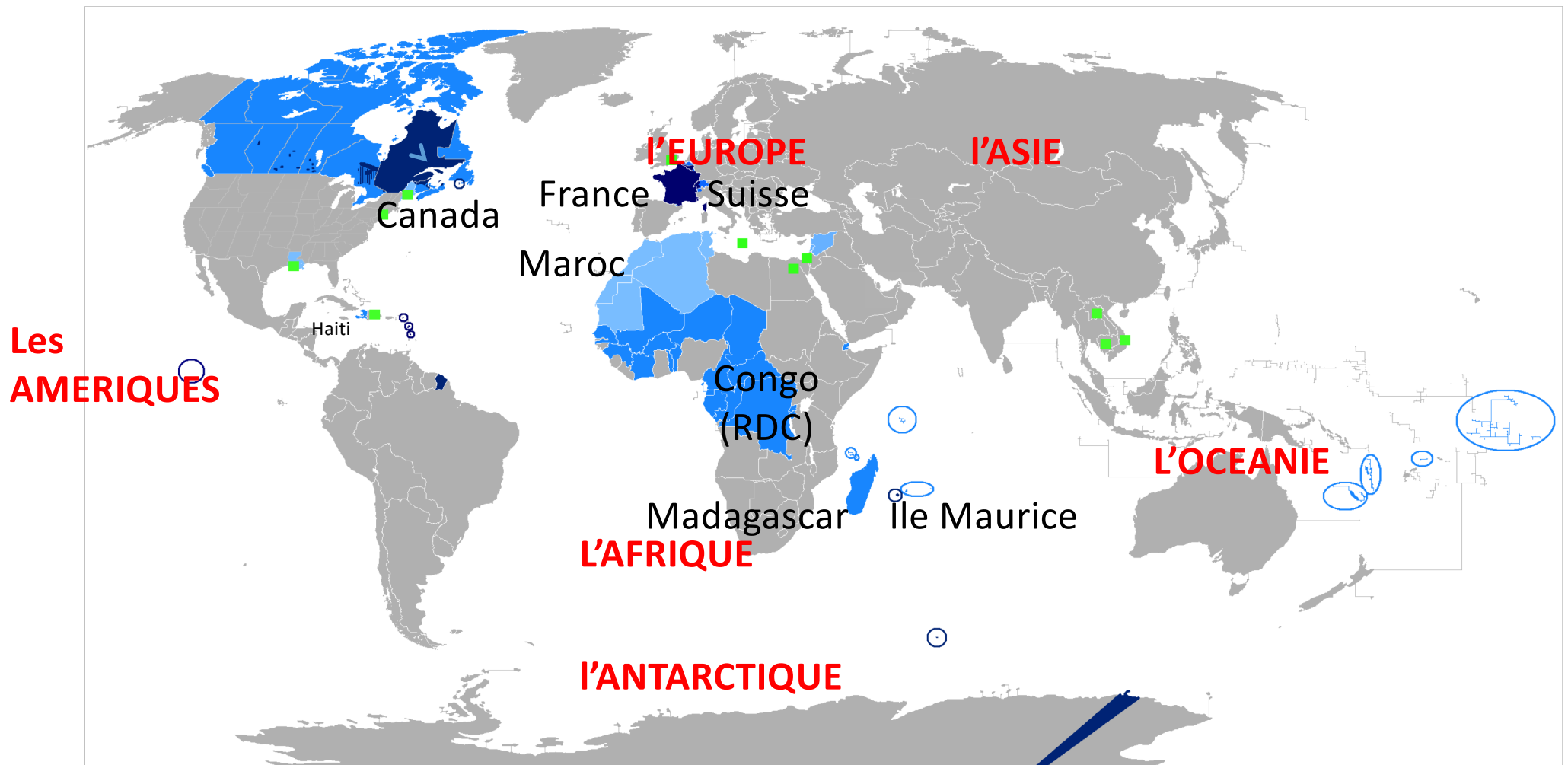


le **TAJINE** - MAROC

FRENCH SPEAKING COUNTRIES IN THE WORLD



FRENCH SPEAKING COUNTRIES IN THE WORLD



Dark blue: native French speakers
Light blue: French is a 2nd language

Medium blue: French is an official language
Green: French is a minority language

Assignment ECSP6001 Part B

(ii) In the light of your first teaching experience, revisit your micro-teaching lesson and address the following:

- **Critically evaluate your lesson in light of your first professional teaching experience**
- **Discuss how you might approach this exercise in a different manner and how this might improve upon your practice. How might these changes impact upon the teaching and learning process?**
- **Critically evaluate the influence of these features on pupils' thinking, learning and behaviour in the light of suggested changes.**
- **Evaluate the development of your own thinking as a teacher using QTS standards.**
- **Conclude with an appended QTS-referenced Action Plan (not included in word count)**

I have now been on my first professional teaching placement for five weeks, which include two weeks observing/beginning-to-teach and three weeks of full teaching of a half time-table (25 hours teaching over a 2-week period). This experience has allowed me to come to grips with the reality of standing in front of a class and teaching, when compared with a theoretical scheme of work or lesson plan. The school in which I am working, which I will not name for ethical reasons (Bera Ethical Guides, 2018), is situated in an area which the Estyn report described as “deprived” (Estyn report 2015) with “about 60% of pupils living in the 20% most deprived areas in Wales” yet the school ethos is excellent, the pupils generally motivated and the staff highly motivated, even inspiring. Working with pupils who are faced with a challenging social environment (41% of pupils were eligible for free school meals in 2015) and challenged further by special educational needs (around 37% of pupils in 2015) requires focused attention to individual needs. Although some sets of pupils are easy to manage and understand quickly, and need to be stretched even further to develop their full potential, others require simplification, varied repetition, reassuring feedback, sometimes comprehension of their lack of comprehension, to achieve their full potential (which is often more than we might think).

I will therefore review my micro-teaching in the light of my new teaching experience and consider how I would now approach this exercise in a different manner, focusing particularly on the need for modelling, scaffolding and differentiation. I will then consider how this new approach might improve my practice and how it might impact upon the teaching

and learning process. I will further evaluate the influence this would have on pupil thinking, learning and behaviour.

Globally, I now realise that much of my SOW is too difficult and unattainable for most Year 8/9 pupils. It is illusory to expect to be able to review the past, future, conditional and imperative in six lessons, as not all of these points will have been already taught. On the other hand the numeracy starter in my micro-taught lesson, should have been more difficult with the introduction of some calculation of the numbers. On the practical side, I have also realised for this starter, that white writing/numbers on a black background is not easily legible at the back of a classroom and I would change it for black writing on a light coloured background (although I would avoid a plain white background which is aggressive to some people's eyes). Furthermore, in my micro-taught lesson, I gave no example or modelling of how to go about cracking the code in this starter activity. Many pupils would balk at my first slide and not know what to do. A modelled answer is needed on the first slide, along with a brief oral explanation, including the aim of the task (which was to find vocabulary that will be used during the lesson) so that the pupils would be more engaged in achieving the target.

The subsequent pair-work oral task was also quite complicated, as the pupils had to match a flashcard of a flag, with a map showing the continent in which the country is found, and then associate them both with the flashcard of a dish. This, of course, presented no problems for the PGCE students, but in a real Year 8/9 class, further scaffolding and modelling would have been preferable. Furthermore, although the sentences that the pupils were then supposed to present to the class were modelled in the lesson (slide 6) (*Ceci est le drapeau du Pays de Galles, qui se trouve en Europe. Au Pays de Galles on mange des 'Welsh cakes'*), pupils were asked to substitute the country, continent and dish in these model sentences, with the ones on their flash-cards, and then present the new sentences orally in class. Even with the modelling given, some slower students may well have found this activity difficult, and it would again have been preferable if a specific, differentiated worksheet could have been supplied for such learners, to facilitate their understanding. Abler learners were scheduled to be given an extension task with a QR code. Also, the modelling provided for the homework sentences (slide 11) would probably not have been sufficient in a real Year 8/9 class. Although the vocabulary and countries were indicated on the flashcards in the pupils' possession, they had not been asked to write down the reasons, given in class, for liking or not liking a dish. Presumably therefore, for their homework, they would have had to invent their own reasons, task which would have proved difficult for the weaker pupils. This could have

been avoided if I had given them a list of the model opinions used in the lesson. The homework would thus have entailed understanding and matching or selecting opinions for the dishes. Differentiation for the more gifted pupils was integrated into the homework as they were told to create two sentences of each type (instead of one). The plenary ball game which ended the micro-teaching session could also have benefitted from differentiation between pupils who could have answered with the relevant word, and other, more proficient pupils, who could have responded with a whole sentence (suggestion S. Brooks).

All the omissions and deficiencies noted above now appear evident to me, having experienced the difficulties learners encounter (in real life) and their need for models and support. As we have seen in essay (i), both Bruner's concept of 'scaffolding' (Bruner, 1978) and Vygotsky's notion of the zone of proximal development (which should be bridged by adults to assist children to advance in their development) (Vygotsky, 1987), clearly recommend teachers (and all adults) to provide models or structured communication so learners may achieve their goal, which, after this initial experience, they should reach unaided. This notion of assistance and scaffolding interconnects with that of differentiation; as weaker learners need more scaffolding in order to attain their full potential and gifted learners need more challenging activities to attain theirs. Moreover Lee *et al.*'s research (Lee *et al.* 1998) in *The Invisible Child*, remarks that average ability pupils, often neglected because they are less demanding, can also achieve more with greater assistance. Modelling, scaffolding and differentiation are thus seen to impact and improve the learning process for all levels of pupils, and to constitute a major role in teaching. These aspects of teaching can thus enhance all teaching practice and should be addressed. To improve my own practice, therefore, it is crucial for me to adapt my teaching to different ability learners and to include sufficient assistance and scaffolding. For a teacher, as J. Llewellyn-William observes, "It is the balancing of the needs of all learners in an effective and equitable way that is the real challenge" (Driscoll *et al.* 2014).

Furthermore, from my limited teaching experience I have noted that modelling, scaffolding and differentiation not only improve pupils' learning process but also influence their thinking and behaviour. Pupils, who cannot understand or keep up, become demotivated, give up trying, and resort to unacceptable behaviour. Differentiation, with increased modelling and scaffolding, creates greater motivation, as each pupil is working on challenges at his/her own level, which thus promotes better behaviour. I have also come to realise that, further to the important aspects of scaffolding and differentiation in the motivation of pupils,

the need for clear instructions and objectives for each activity is crucial in influencing their thinking and behaviour. Instructions and objectives should provide as explicit a projection as possible of what is required of the pupils who then feel more secure and emboldened to commence the activity. Also sharing success criteria allows pupils to engage and reflect on how to achieve targets. Black and Wiliam's review of research investigations *Inside the Black Box* (1998) which demonstrated the benefits of formative assessment (AfL) to student learning, created the impetus for the re-appraisal of assessment strategies to rely less on grades and more on individualised comments (Crichton *et al.*, 2016). Giving (AfL) feedback thus promotes motivation, allowing pupils to assess their own progress and increase their competency to peer assess (Assessment Reform Group, 2002). A further boost to motivation is the promotion, with pupils, of a "Growth Mindset" (Dweck, 2000), a perception which reacts positively to challenges and stimulates the belief that effort leads to success and incremental growth. In this way a "positive culture" that approves risk-taking can develop in the classroom. Regular routines that install habits of conduct and patterns for learning enhance a sense of security for the pupil, propitious for learning. To this effect, Tom Bennett (UK government working group, 2016) enumerates his "Three Rs of classroom management: Routines.... Responses..[strategies to restore order]... and Relationships..[interpersonal skills]." Also a balanced lesson giving at least half the time over to learner-centred activities including pair-work and group-work keeps the pupils actively on the task and allows them to learn more efficiently, as argued by Vygotsky in his *Theory of Social Constructivism* (1987), "learning arises not through interaction, but in interaction." Variation of tasks, activities and teaching modes prevent repetition and learner boredom.

I will now examine the various standards of the Qualified Teacher Status Standards Wales, 2009, and attempt to evaluate the development of my own thinking as a teacher.

I have a clear understanding of S1 professional values and practice and attempt to follow these values at all time. S2: as a native speaker of both English and French my subject knowledge is good, however my working knowledge of the National Curriculum Programmes of Study is still in progress. My current placement is developing my insight into the details of these programmes.

The development of my thinking and proficiency under Standard 3, which covers all the aspects of teaching, is still under progress. For S3.2.1 Planning, expectations and targets, I

have now grasped the importance of setting reasonable yet challenging objectives and have a better understanding of the way to plan a lesson which firstly gives time for teacher-centred activities and then allows varied learner-activities to take place, during which actual pupil-learning takes place. As discussed above, I am now fully aware of the support required for learners' varying needs and attempt to take this into account. I try to find interesting and appropriate resources to motivate and inspire my pupils. I am also very happy to take part in and contribute, in my small way, to teaching teams within the school. I have not, as yet, had any opportunity for out-of-school learning but would welcome this possibility.

For S3.2. Monitoring and assessment, I am progressing in my ability to assess learners both by summative and formative assessment. I realise the importance of assessment to a learner's motivation and sense of their own value. Assessment should demonstrate to learners their current level and help them progress their learning further and not become a barrier or punishment. Learners should be able to reflect on this assessment and create strategies for their own improvement. Assessment of pupils' learning should also help me to modify and improve my own planning and teaching. I am not yet sufficiently aware of national curriculum requirements, but this learning is on-going. As already discussed, I am well aware of the differentiated treatment necessary for all students of varying levels to progress to their individual limits. I have not yet had much experience of English or Welsh as an additional language and this remains an area to develop. Also I have not yet had much opportunity to record or report learners' progress but there will shortly be a parents' meeting at school.

For S3.3 Teaching and class management, my progression is also on-going. As already discussed, with my current school experience, I better understand how to deliver effective lessons and differentiate teaching to meet learners' needs. My time management is reasonable and my management of class behaviour is improving, even with the unrulier elements. So far, I have not had much opportunity to use ICT in my school, at present I have used laptops only with GCSE students. I am beginning to mark homework but have not yet set any of my own. I enjoy working with other teachers, and hope to enhance equal opportunities, challenge inappropriate behaviour and broaden pupil's knowledge of sustainable development and global citizenship. My teaching in Registration has already given me some opportunity for discussing this.

In conclusion, my current first professional teaching placement has been an intensely enriching period of development in which the theory I learnt at university has met with the

gritty, yet rewarding experience of reality. Thanks to inspiring mentors, and globally stimulating pupils, my stress has been minimalised and my learning process facilitated. I realise that I have still a great deal to assimilate and incorporate into my professional progress but I feel that I am progressing towards my goal of becoming a good MFL teacher!

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ACTION PLAN - Objectives and programme for Term 1

Name Katherine Cicharski-Harwood

Subject PGCE – MFL - French

Date 24/11/18

OBJECTIVES (relate to QTS Standards where appropriate).	ACTIONS TO BE TAKEN	SUCCESS CRITERIA	TARGET DATE
S2: Subject knowledge Literacy Framework	Draw pupils' attention to specific literacy terms e.g. adjectives	Pupils more aware of literacy terms	End of term
S3.1 Teaching: Setting Objectives	Use greater scaffolding. e.g. sentence starters which disappear.	Pupils have to 'think' and thus learn	End of term
	Drill pronunciation of key words 5-7 mins. Include enough variety: write linguistic the skill I want pupils to develop for each activity + key phrases on Lesson Plan. Explain clearly the differentiation to be used.	More time spent on pronunciation drilling All skills included in a lesson. Keep in mind desired outcome. Decide in advance what differentiation to use.	End of term
S3.2. Teaching: Monitoring and Assessment	Have a clear Lesson Objective Know your pupils' names Create a greater variety of lesson starters. Give clear and simple success criteria to pupils before an activity.	Announce clear Lesson Objective Knowing pupils' names Using greater variety of lesson starters. Giving clear success criteria to pupils.	End of term End of term
S3.3 Teaching: Class Management	Formal start to the lesson. Make routine obvious. Anticipate resources: exercise books, booklets More variety of activities would help the pace.	Formal start to lesson. Obvious routine – Power point image Better anticipation of resources. More variety of activities.	End of term