

Overview

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

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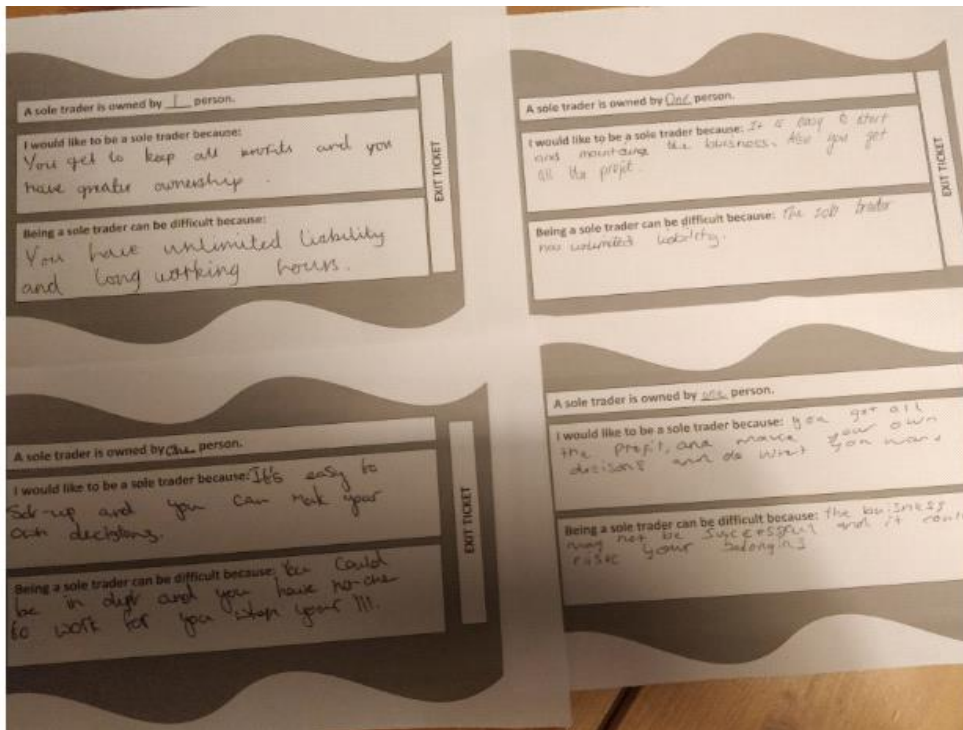
Pathway: S-PGCE

Link to OneNote assignment: [Overview](#)

Assessment for learning

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Example One – Exit Passes



The class were a Year 9 GCSE Business class of 30 mixed ability students, the focus of the lesson was Sole Traders.

The above is an example of 'exit tickets' that were used at the end of the first class in order to understand if all students had understood one of the key objectives of the lesson. I chose this method as it was important to assess if students had understood key objectives of the lesson, namely how many people made up a sole trader and the advantages and disadvantages. According to Wiliam (2018) exit tickets tend to work better when there is a break in the instruction. In the case of this class, the fact that it was a double lesson with a 15 minute break in between meant that I could collect the responses to the exit tickets after the first lesson, review and then feedback during lesson 2 to any students that required further support or hadn't completed the pass. Students were required to add their names to the passes (although this is not visible in the above picture). The use of exit passes worked well, students seemed to respond well even though the concept was new to them and all completed the passes with some staying on and missing part of their break to complete.

Example Two – Think, Pair, Share

Differences....?



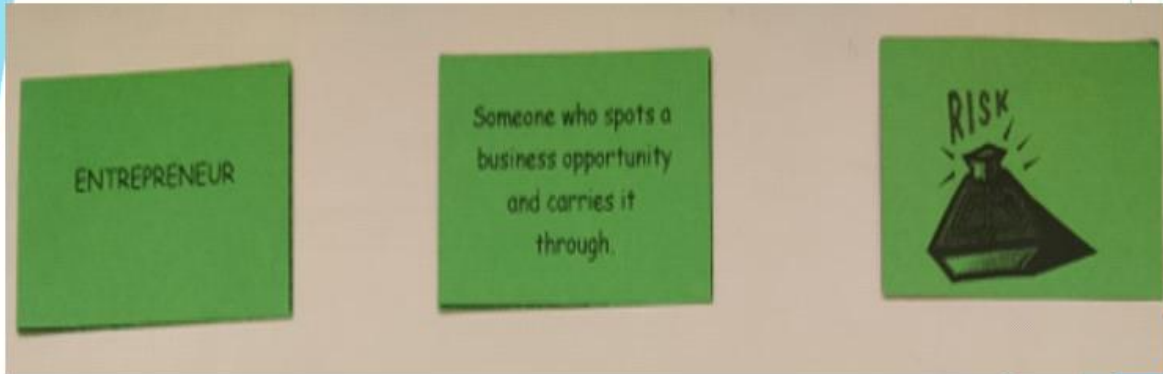
The class was a Year 12 A Level Business Class of 12 mixed ability students, the focus of the lesson was the Public Sector.

The above was used as a visual for when students entered the classroom. Students were given post it notes and then asked to look at the image and in pairs to discuss and then write down what they thought were some of the key differences between the two sets of images. Students were given prompts such as 'think about who owns them, who finances them' etc. After approx. 10 minutes we had a whole class discussion with each pair feeding back on a difference. In doing this I also asked questions which were designed to elicit evidence of previous learning for example 'what is the most common type of ownership for McDonalds? What does that mean' etc. This worked well as it was a new topic the visual engaged students on entering the class. The ability to work in pairs and to have time to think about the answers and to then have a whole class discussion allowed me as the teacher to understand how much existing knowledge the students had about the subject and how the lesson should be focused. Also, as was the intention, it gave an opportunity to re-enforce previous learning within the context of the focus for that lesson.

Example Three – Card Sort Challenge

Card Sort Challenge...

In pairs sort the cards into a definition, a description and a picture, like this.....



You have five minutes.....



The class was a Year 9 GCSE Business Class of 30 mixed ability students, the focus of the lesson was a revision lesson of key terms from the business activity module.

Students were set a challenge, in pairs, at the start of class to carry out a 'card sort' in order to identify the key term, its definition and then the visual to support as an illustrative example. There were 15 key terms which needed to be sorted into the correct cards. As this was a revision lesson it was important to assess from the start which students were confident on the key terms and which students were not, knowledge of these key terms is essential for not only this module but also the GCSE curriculum. As this is a mixed ability class and students are seated according to a seating plan it was sometimes difficult to assess if both students were confident on the answers or just one student. I did circulate the class but it was difficult to be able to give enough of the students my time, if I was to do this again, as I do think it worked well, I would allow longer than 5 minutes. Once the task had been completed I went through each of the answers (I completed the card sort myself and taken photographs which I displayed via a presentation). When doing this I asked different students for examples of each key term type, for example when going through the answer for the secondary sector asking for examples and building on this through questioning to explore further.

Example One – Online Shopping – Literacy

Online Shopping....

‘Businesses without an internet sales presence are doomed to failure.’

To what extent do you agree with this statement? Why?



The class was a Year 10 GCSE Business Class of 30 mixed ability students, the focus of the lesson was 'place' as part of the marketing mix.

The above was introduced to students approximately half way through the lesson to introduce the concept of the internet as a 'place'. Students were presented with the above as a statement and given a few minutes to think about it, to discuss with the person next to them and then to feedback as part of a class debate. Students were asked to raise their hands if they agreed and then raise their hands if they disagreed. This supported cross curriculum responsibility in terms of literacy as it encouraged students to explore their own thinking, to explain it, to speak out loud to the class and to use their language skills, the importance of which is noted by Donaldson (2015). This approach seemed to work well and really engage the students, the majority of which were very vocal and confident in their thoughts and ideas. If I were to do this again I would spend more time on it, provide a number of case studies for review and ask the class to divide into two teams and give them time to make notes and formulate their responses, ultimately to give more structure to the debate.

Example Two – Market Data – Numeracy

Market Data.....



Task - Past Exam Question

Answer the following questions:

- Calculate Nokias percentage market share in 2010.
- Why is it important for a business, such as Nokia, to achieve a high market share?

You have five minutes.....

Market Data.....

Answers:

- Calculate Nokias percentage market share in 2010:

Sales of Business / Total Sales in the market * 100

Sales of Noika business = £24,000,000.00

Total sales in the market = £31,000,000.00

$24,000,000.00 / 31,000,000.00 = 0.7741935483870$

$0.7741935483870 * 100 = 77.419354838709$

Nokia's Market Share is 77.42 (2dp).

The class was a Year 12 A Level Business Class of 12 mixed ability students, the focus of the lesson was market data.

Students were required to answer two past exam questions as per the above. Prior to this students had been taught, via direct teaching, how to calculate market share and shown worked examples. The past exam paper (provided separately) detailed the sales figures of a number of mobile phone suppliers and required students to use the formula (as previously taught) to calculate Nokia's market share, supporting the cross curriculum responsibility of numeracy. This task was chosen as it was directly relevant to the subject and lesson focus and offered an opportunity for students to practice the calculation they had learnt and to also, in answering the second part of the question, apply that knowledge and interpretation of the data. In order to improve this and to advance this pedagogical principle I would add in more case studies and ones that are relevant and more recognisable to the students and more current.

Example Three – Literacy - Hoover Case Study

Students asked on worksheet to link the different types of promotions from the list to the pictures, students given 3 minutes to complete. (approx 10 minutes)	Students to work independently to complete task. Correct answers will be identified as a group on powerpoint.	
Hoover Case Study Students to read case study as set out in orange workbook. Students to then answer the 4 questions, 1 at a time. Teacher will then go through each answer as a class discussion linking back to other promotional methods (i.e. sales promotion and PR).	Students to work independently to complete task. Correct answers will be identified as a group on powerpoint.	Powerpoint & orange workbook.

The class was a year 10 GCSE Business Class of 30 mixed ability students, the focus of the lesson was 'promotion' as part of the marketing mix.

In the above example students were required to read a case study and then answer four questions in their workbooks thus supporting the cross curriculum responsibility of literacy. In answering the four questions students were required to formulate responses in coherent sentences thus developing competence in syntax and spelling. Once the allocated time to complete had elapsed I went through the model answers with the class, first asking students to provide their answers. The task seemed to work

well for most students, however some were disengaged and struggled to stay on task. This was difficult to manage and distracting for other students. If I was to undertake this task again I would read the case study aloud prior to instructing students to answer the questions and also ask students to hand in their workbooks at the end of the class so that I could assess the quality of the written responses not only in terms of correct content but also to assess sentence structure, spelling etc.

Employing a blend of approaches, including direct teaching

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Example One – People – Blend of Approaches

Opening phase (with links to prior learning)	Present the question – what are the main functions of the HR Department? Show video clip and ask students to make notes. Follow this with definition of HR (approx 5 mins).	Students to watch video and take notes.	Powerpoint & You Tube
Teaching & Core Learning	Present the question to students 'How do you think working practices have changed in the last 30 years?'. Use a visual of two contrasting pictures to get students attention. Introduce the concept of working practices and key objectives for the lesson (approx 3 mins). Direct teaching to briefly explain each of the terms – ensure visual aids are on powerpoint (approx 3 mins).	Students to discuss and make notes on post it notes and then feedback to the class.	Powerpoint

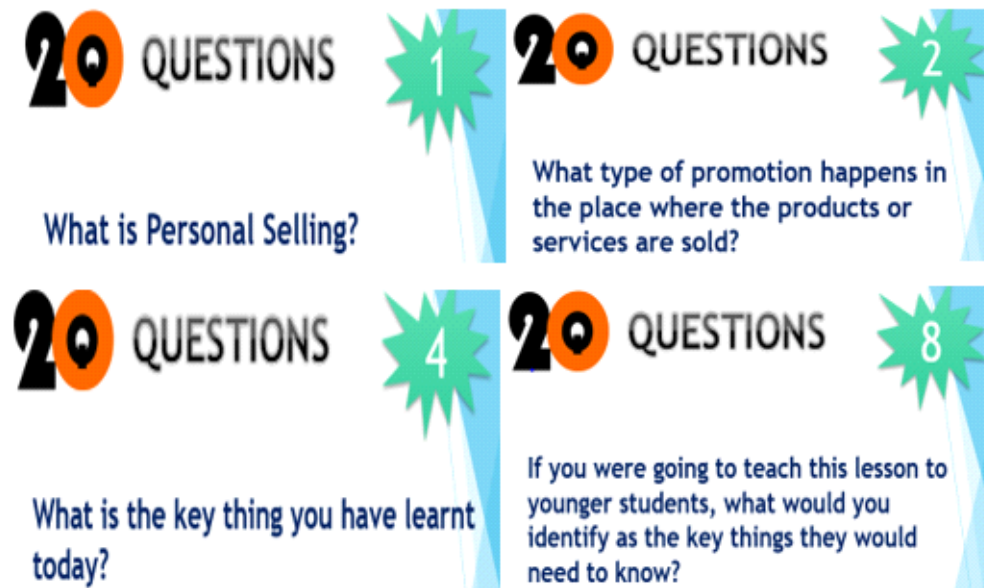
Three different 'worker profiles' will be placed around the room supported by definitions of different working practices. Students will be asked in groups of four/five to go to each table and read the 'worker profile' and then answer a series of questions. The questions are designed to encourage the students to think about which change in working practice may suit that worker and what an advantage to the worker may be and what an advantage to the employer may be and any technological considerations/adaptations that may be needed to support that change – about 5 mins per table (approx 20 mins). Class discussion and feedback (one worker profile per group) as to which changes are identified (approx 5 mins). Class will be given a worksheet to identify the definition of each one, advantages and disadvantages and how technology may be required and/or needed to support – students will be asked to use text books, definition sheets and internet to find answers out – allow about 15 mins for this. Finally students will be set homework to complete a past exam question on the topic.	Students encouraged to take notes. Students will be required to read the profiles and then answer questions based on those profiles. Students to feedback – one profile per team. Students required to work independently to complete the sheet. They will be encouraged to use textbooks, internet and information sheets to support. Students to complete past exam question.	Powerpoint Worker Profiles (pre-printed). Powerpoint to support. Worksheet (pre-prepared). Past Exam Question
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The class was a Year 12 A Level Business Class of 12 mixed ability students, the focus of the lesson was changes in working practices.

The above extracts from a lesson plan detail a number of different approaches to teaching and learning being utilised. As the lesson content was new to students I wanted to ensure that I employed a variety of methods in order to keep their interest with the aim of keeping the focus on the lesson. As a starter students were shown a relevant video clip and asked to take notes, this was followed with a definition and clear explanation of the human resources function. Students were then shown two contrasting pictures of a workplace from the 1940's and a modern workplace and asked in pairs to note down what had changed, what was different, this was followed by a class discussed and with me highlighting some key changes that are noted in the curriculum. I then directly taught the class the key working practices, students were then given worker profiles and

worksheets and in groups of 3 asked to review the profiles and identify which change in working practice would suit that worker. Worker profiles were rotated around the class to each group. We then had a class discussion about each profile and the ideas and rationale from each group. Finally students were required to individually complete a worksheet identifying definitions etc for each working practice. I felt that the blend of approaches worked well and that students were engaged, however timing was an issue and I was unable to get to complete the lesson as per the lesson plan. In future I would review timings to be more realistic as to what is achievable within the lesson time of one hour.

Example Two – 20 Questions – Different Approach



The class was a year 10 class of 30 mixed ability students, the focus of the lesson was 'promotion' as part of the marketing mix.

The above shows a selection of four questions from a set of twenty and was used as a plenary. Approximately ten minutes before the end of the class, I, as the teacher, asked a student to volunteer to start, the idea is that this student answers the first question and then selects a classmate to answer the second one and so on, students cannot see the question before they select. If a student cannot answer, the class are asked to help them out. This is an example of an approach taken not only to reiterate what has been taught but also to check understanding. As a new and different concept to the class it appeared to work well and ensured whole class participation as students could be called upon at any time to answer, it was a fun and enjoyable way to end the class. When I plan this approach again I would like to allow extra time to complete and possibly require that everyone in the class answers at least one question.

Example Three – Segmentation – Scaffolding



Can you link the segmentation method to the definition?

Types of segmentation:

Psychographic Segmentation

This type of segmentation is based on recognising groups with different usage patterns, levels of brand loyalty etc.

e.g. Sky targeting existing customers with new offers

Behavioural Segmentation

This type of segmentation enables a business to segment according to geography i.e. according to neighbourhood, city, county, country or world region. It's a method mostly used by multinationals as their customers have a range of cultures, tastes, climates etc.

e.g. McDonalds will later their products depending upon the global market within which they are operating, for example in India you can get a chicken or veggie version of the Big Mac. market within which they are operating, for example in India you can get a chicken or veggie version of the Big Mac.

Geographic Segmentation

This type of segmentation enables a business to divide the market based on certain characteristics, needs and wants such as age, ethnic background, gender, income and occupation

e.g. banks will offer different bank accounts to different age groups.

Demographic Segmentation

This type of segmentation enables a business to divide the market based on consumer personality and emotionally based behaviour – attitudes, opinions and lifestyle.

e.g. differentiating cars by emphasising different safety features – safety and capacity for the family car.



Use the lists below to help you complete the table:

Advantages and Disadvantages of Market Segmentation

- Better serving customer needs and wants
- Invade personal privacy in attempt to segment
- Can be expensive and time-consuming
- Higher profits
- Ignore the needs of other potential customers e.g. marketing to one specific gender
- Opportunities for growth
- Stimulating innovation
- Sustainable customer relationships in all phases of customer life cycle – increasing customer loyalty
- Falter when the target customer is not the end-user
- Offend your target audience e.g. Gillette
- Higher market share

Advantages	Disadvantages

Extension: If you finish earlier – can you think of anymore?



Can you complete the table below to find any real examples of the different segmentation methods?

Segmentation Method	Company Name	Target Segment	Product Example
<i>e.g. Gender</i>	<i>Gillette</i>	<i>Female</i>	<i>Venus razor</i>
<i>e.g. Age</i>	<i>Olay</i>	<i>35-55</i>	<i>Regenerist Anti-Ageing Cream</i>
Demographic – Age			
Geographic – global			
Income – high			
Behaviour – brand loyalty			
Psychographic – lifestyle			

Extension: If you finish earlier – can you think of anymore?

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Answer the question below:

2. Jack is an A level student who is undecided whether to go to university or to look for a permanent job in business when he finishes his course. To help decide, he arranged a work placement at Supreme Motors, the local Ford dealership.

Whilst working in the marketing department, Jack noticed that Supreme Motors sold different types of Ford cars to different types of people. As a result, he gained a better understanding of the importance of market segmentation to Ford and its customers.

- (a) Explain, using **two** examples of market segmentation, how Ford **and** its customers can benefit from this marketing approach. [6]

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The class was a Year 12 A Level Business Class of 16 mixed ability students, the focus of the lesson was market segmentation.

The above shows a workbook that was put together to support a lesson on market segmentation which introduced a number of new concepts to the class. The workbook was designed to firstly start off by providing a scaffold for the students in learning some of the key ways in which markets are segmented by asking students to match the definition to the description. Following from this students were the required to identify from the list (a further scaffold) the advantages and disadvantages of segmentation. Students then had to identify, using their own experiences and knowledge, some real examples of products that fit into the segmentation methods identified. Some scaffolding was provided by way of examples. Finally, the scaffolding was removed and students were required to answer, independently a past exam question. Donaldson (2015) notes that giving students the opportunity to apply learning independently is part of scaffolding. In this case I feel that the approach works well as students are supported to get to the point of answering the past exam question independently. The teacher can either mark the responses individually, ask students to peer assess or mark their own work. In this case students marked their own responses against a model answer which worked well, William (2018) argues that students are capable of utilising self-assessment as a means to gaining an insight into their own learning and understand way that it can be improved.

Critical Reflection

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Introduction

The curriculum in Wales is changing, reforms which are based on the recommendations of Successful Futures (Donaldson 2015) will soon be implemented. This time of change will require schools in Wales to re-think the way in which education is delivered and learning is shaped. Donaldson (2015) notes that pedagogy is at the heart of what it is to be an excellent teacher therefore it can be argued that effective pedagogy will be key to the success of these education reforms.

Professional teaching experience (PTE) is an essential part of a student teachers journey to becoming a qualified teacher. It gives students opportunities to develop their pedagogy and to receive support, guidance and valuable feedback in doing so.

The focus of this paper is to provide a critical reflection of my own progress in planning and implementing the following pedagogical principles as per Donaldson (2015):

- 1) Good teaching and learning means employing assessment for learning principles.
- 2) Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.
- 3) Good teaching and learning means employing a blend of approaches including direct teaching.

The paper will include a discussion on effective teaching and learning with a focus on the identified pedagogical principles, conclusions regarding one's own progress on implementation and recommendations for further development in my own practice.

The literature on effective teaching and learning (with a particular focus on the pedagogical principles under consideration).

There is much literature on effective teaching and learning. Coe et al (2014) describe effective teaching as what results in improved achievements of students. Pritchard (2014) summarises learning as gaining more knowledge or learning how to do something new. Good teaching is centrally important to effective learning (Donaldson 2015). Hattie (2012) notes that learning is in the students head and that an effective teacher needs to make that learning visible.

Donaldson (2015) identifies a pedagogical principle that good teaching and learning will mean employing assessment for learning principles (AFL). AFL is described by Black and Wiliam (1998) as activities undertaken by teachers and students which is then used as feedback to alter teaching and learning activities. William (2018) proposes that assessment is the bridge between the teaching and the learning, Donaldson (2015) in support, states that you only find out what has been learnt through good assessment, arguing there isn't an automatic relationship between what is taught and what is learnt, this can only be determined through assessment.

It is argued by Fletcher Wood (2017) that learning and performance are distinct from each other, learning leads to a change that is permanent, in contrast, performance, is temporary. Fletcher Wood (2017) goes on to argue that knowing what a student has learnt by the end of the lesson is a measure of temporary fluctuation and performance, not learning. Dadua (2014), in agreement, argues that whilst performance is visible, learning is not and an assessment on performance is not a good indicator as to knowledge that will be retained. Dadua (2014) continues that there is no meaningful way to assess what a student may have

learnt in the lesson in which they are learning it. This is in conflict with AFL which is grounded in the notion that you can assess what a student has learnt in an individual lesson. Fletcher Wood (2017) notes the risk that confusing performance with learning could undermine formative assessment however concludes that teachers should be well aware of this distinction given that students do not retain all that is taught in a lesson and as such it is essential that teachers, in planning, do so for learning. Brown (2019) argues that AFL is not actually assessment, that it is a pedagogical principle, noting that teachers often work with significantly large class sizes and trying to respond in the moment can be challenging and lead to a misunderstanding of student responses.

AFL is not only concerned with assessing that students have understood the lesson but also to be able to identify what students may have misunderstood about the lesson. Coe et al (2014) state that there is strong evidence that a teachers content knowledge has an impact on student attainment. This is not limited to only subject knowledge but also knowledge of how students think about the material, the students methods in processing and the common misconceptions about the material that students may have. Indeed this is also noted by Rosenshine (2014) who notes that teachers, to be effective, need to check for student misunderstanding, they need to be able able to correct errors and that in doing so teachers can be alert to developing misconceptions. Employing an AFL approach allows the teacher to assess and address this in real time. Donaldson (2015) is clear that formative assessment is essential in the teaching process and not an additional feature. A Welsh Government Document (2010) notes both motivation and performance of students improves when teachers employ AFL strategies. Effective use of AFL principles, techniques and strategies should enable a teacher to gain an insight into the students learning in real time and in doing so improve and advance the learning.

The new curriculum establishes numeracy, literacy and digital competence as cross curricular responsibilities for all teachers. Donaldson (2015) highlights this as a pedagogical principle that good teaching and learning should regularly reinforce these responsibilities and provide opportunities to practice them. Welsh Government (2020) state that literacy, numeracy and digital competence will be statutory responsibilities across all of the areas of learning and experience under the new curriculum and that teachers will be responsible for the planning of progression against each of these competences, thus recognising the importance of these in effective teaching and learning. The importance of numeracy and literacy within the existing curriculum is recognised through the Literacy and Numeracy Framework (LNF). Digital competence is increasingly important and as such the Digital Competence Framework (DCF) has been developed.

Estyn (2018) report a number of challenges for schools in realising the DCF. Such challenges include some leaders within schools being unclear as to how to prepare for the DCF, this effects staff in those schools, particularly in terms of the schools leadership being fully committed to its implementation. Other challenges are more practical such as internet connectivity, access to required sites, whether there is sufficient hardware and technical infrastructure and if it is robust enough to deliver. The report also notes that whilst the DCF has, in the majority of schools visited, been mapped across the curriculum, gaps in the provision remain and this is likely to effect students ability to benefit. This will obviously have an impact on teachers ability to deliver to and develop student skills in relation to digital competencies.

Hall (2017) argues that students numeracy skills are enhanced and consolidated when they are able to practice them across the curriculum, that there are many opportunities to teach maths creatively across a variety of subjects. Collins (2019) states that literacy is essential and students who leave school without good literacy skills are held back, further noting that many secondary school teachers do not see literacy as their responsibility. It is argued by Dillon et al (2010, quoted in Kirsten 2019) that secondary school subjects are of strong significance, spreading literacy interventions across subjects could result in a risk of an underestimation of disciplinary differences. However, an Educational Endowment Foundation report (2019) recognises the importance of good literacy skills for students and argues that literacy should be set firm across all subjects. The report identifies that literacy skills are both generic and subject specific and that every subject should be such that teachers are supporting students in reading, writing and effective communication. In support of this, an Educational Endowment Foundation report (2017) found that the most significant factor that affected a student's scores in science were that of their ability to understand written text. The report notes that poor skills in literacy can affect a student's ability to

understand scientific vocabulary and to prepare related reports.

The implementation of the cross curriculum responsibilities is likely to be challenging for some teachers. Donaldson (2015) notes that teachers will need to keep a focus on the responsibilities in order to ensure that their application and integration into lessons is authentic and not something that is added on in order to meet the requirements.

It is suggested that an effective pedagogy involves using a range of techniques (Husbands & Pearce 2012). Indeed Donaldson (2015) identifies this as a pedagogical principle in that good teaching and learning requires using a blend of approaches which will include direct teaching. Scaffolding is often used in order to guide students and is an approach available to teachers, Husbands and Pearce (2012) state that in student learning, an effective pedagogy will involve scaffolding. Rosenshine (2012) suggests that teachers should provide students with temporary supports and scaffolds when appropriate. Scaffolds in teaching offer a support to students which can then be gradually, if appropriate, withdrawn to encourage independent learning. Donaldson (2015) notes that the involvement of the teacher in providing a scaffold for the learning is a feature of direct teaching.

Hattie (2012) argues that there is too much teacher talk in a classroom and as a result it communicates to students that teachers own the content and therefore control the learning, that teachers need to spend more time listening. Black and Wiliam (1998) discuss the importance of dialogue noting that dialogue improves knowledge and understanding in the classroom, in agreement, Shayer (2003) states that learning needs to be collaborative and must include dialogue. Rosenshine (2012) proposes that students should be taught in manageable amounts with modelling, guided practice and regular checking for understanding. Coe et al (2014) argue that whilst learners need to build on previous knowledge that if a teacher needs to teach a new idea, for them to acquire new knowledge or methods then this does need to be taught directly. Rosenshine (2012) continues that once students have been taught new material it is important they have time for elaborating and summarising the material to ensure it is retained in memory, students need rehearsal. Arguably employing a blend of approaches supports this approach as students are 'taught' the new material and should then be given the opportunity to practice what they have learnt via a variety and blend of methods.

The role and contributions of teachers and their pedagogical principles and approaches, will be fundamental to ensuring successful delivery of the new curriculum, particularly in ensuring effective teaching and learning is achieved.

Conclusions about progress on implementation

In reviewing the first pedagogical principle I believe that in my own practice so far progression on implementation has been achieved.

Referring to tab two, example one is an example of exit passes that I have used successfully. Whilst there is some criticism of the use of such methods, namely that they establish what has been learnt at the end of the lesson (Fletcher Wood 2017), Wiliam (2018) would argue that such a technique facilitates student engagement and also provides valuable information for the teacher. The use of exit passes also allowed me to determine any misconceptions that students may have had, this is important as noted by Rosenshine (2012). Also, this method was not used in isolation, in working with best practice, the key points as noted on the exit passes would also be re-iterated as a starter in the following lesson and in future lessons as appropriate. This approach was effective as all students participated and were engaged, a number even stayed beyond the lesson (into their break) to complete the passes.

Example two is an example where I have used think, pair, share and the questioning techniques to elicit not only ideas and understanding of the new topic but also evidence of existing knowledge of previously taught content. Wiliam (2018) argues that you should only ask a question to stimulate thinking or to enable the teacher to decide on the next steps, in this example, questions were asked to stimulate thinking. This approach is supported by Rosenshine (2012) who notes that effective teachers make sure that students acquire, rehearse and connect existing knowledge. This appeared to work well, the examples shown were Welsh and known to the students, they were visible on entry to the classroom so discussion and questioning amongst students began immediately. In future I would look to develop more higher order questions in advance to enhance learning.

Example three is an example of assessing students retention of prior learning. Students were provided with scaffolding as I circulated the room to aid students who were struggling to complete the task. The task, whilst successful as students were enthusiastic, was timed and some students did not complete in time. In future I would extend the time allowed to make it accessible for all and allow more time for myself to check that all students had completed correctly.

In order to strengthen my own pedagogy I would look to further develop my questioning technique, utilising Blooms taxonomy as a framework. In particular I would think of questions that could be asked in advance of the lesson and include these in my lesson plan. Finally I would utilise a no hands up rule to encourage whole class participation and the use of names on lollipop sticks which would make clear to the class that participation was required and was not optional (Wiliam 2018).

In reviewing the second pedagogical principle, I believe that in my own practice so far progression on implementation has been limited in relation to numeracy and digital competence.

Example one of tab three is an example of incorporating literacy into the lesson. This example posed a question to students, gave them time to think and then encourage a whole class debate, a technique referred to by Wiliam (2018) as an all student response system. In doing so students were encouraged to think, formulate their argument and then to share this, speaking out loud and using their own language skills. This task took little time to prepare, was implemented well, students were engaged and enthusiastic and most participated. In order to develop further I would give more structure to the debate, including opposing case studies and allocating more time for the task.

Example Two is an example of where numeracy has been incorporated. This was relatively straightforward to plan for and deliver as it lent itself directly to the subject matter. This is the only lesson to which I personally have been able to incorporate numeracy, within the subject of business there a number of modules that require teaching numeracy for example cash flow forecasting, break even analysis etc. The task appeared to work well, students were focused whilst writing down the answer, students were asked what the correct answer was and then to explain how they got there, Rosenshine (2012) notes that effective teachers ask students to explain how they got to that answer, that they ask process questions. The correct answer was modelled and those that did not get it correct were able to quickly see where they had gone wrong and these errors were corrected. In future I would do more of the calculations and use case studies that were based on current and relevant examples.

Example Three is an example of students being required to read a case study and independently answer questions in the workbook based on the case study. A number of students were disruptive and went off task, failing to complete. This may have been because they struggled with the content or did not find it relevant or interesting and therefore disengaged. Hattie (2012) argues that in effective planning a teacher must have an understanding of the knowledge that each student has and what they can do. If this had been the case I may have been able to foresee those students who may have found elements of the task difficult and therefore were likely to disengage. This is difficult as it takes time to know all students within a class, particularly when teaching across multiple classes, however I know that this is an area of pedagogy that I want to develop further in my own teaching practice.

In terms of developing digital competence this not something that I have done during my teaching so far. This is difficult as ease in integrating can be dependent on the school and the technology available, this is a restriction that has also been noted by Estyn (2018). However, I can address this by setting homework which requires digital competence or looking to book out IT equipped rooms within the school which is an area I will consider in future planning.

The challenge for me personally in relation to this pedagogical principle to better understand and plan on how I can incorporate into my lesson and not view, as I do now, as an additional add on, as noted by Donaldson (2015).

Finally, in reviewing the third pedagogical principle, I believe that in my own practice so far progression on implementation has been achieved.

Example one in tab four demonstrates where a blend of approaches to teaching content has been delivered during the lesson. Husbands & Pearce (2012) argue that a range of

techniques in teaching is required for effective pedagogy. I believe that the example demonstrates this. The lesson was difficult to plan for as the subject matter is not very exciting and I was keen to make it interesting and engaging, hence the variety of approaches used and in particular the worker profiles. The lesson was also very resource intensive to prepare for and as a lot of content and a variety of teaching methods were included it was not possible to complete all before the end of the lesson. The lesson however did work well, students were engaged and a starter in the next lesson showed that information had been retained and therefore learning had taken place.

Example two shows an example of using a different approach to questioning in the lesson. This worked well and most students were engaged as they knew that they could be called upon to answer a question at any time. This approach took very little time to implement and was an effective way to re-iterate some key points from the lesson and to determine if students were able to recall the content of the lesson.

Example three is an example where scaffolding has been used in a lesson. The content was new to the students so the lesson, and, specifically the worksheets were planned in order to provide scaffolding that was then removed in stages with the end stage being independently answering a past exam question. As noted by Pritchard (2014) scaffolding would allow for the pupil to be engaged in dialogue and develop understanding in a planned way. This approach was effective as it guided students through the lesson content and allowed them to get to a point where they were able to apply the learning independently, an important part of scaffolding as noted by Donaldson (2015). The lesson took a lot of time to prepare, particularly the physical resources. However, checking student responses throughout the lesson and responses on the worksheets demonstrated that learning was taking place.

Including variety and a blend of approaches in my lessons and in developing my own pedagogy is an area that I initially struggled with, finding it challenging to get the right balance, the right mix. However I believe that through the help and guidance that has been provided by my mentor, further reading and observations that this is an area that I am progressing in and seeing positive results in planning and delivery.

Recommendations for further development

In order to further develop my own practice and pedagogy I will seek to develop my understanding of an AFL approach and look specifically to build a toolkit of ideas and practical examples that I can utilise. Examples would include whiteboards, no hands up, effective questioning techniques, hinge questions etc as proposed by Wiliam (2018). Furthermore I will seek to better understand the requirements for embedding numeracy and digital competency where appropriate into my lessons, to do this I will consider when planning and in advance and ensure that when used they are not done so as an add on. Finally I will continue to develop delivering lessons that are based on a blend and mix of approaches, including direct teaching, independent work, group work, practical tasks etc.

Reflection, evaluation the identifying the next steps are an important part of teaching practice, particularly during the PGCE year, I will continue to recognise this in developing my own pedagogy.

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