

Overview

Monday, 9 December 2019 10:30

Student Name: Krushal Patel

Student Number: 1903393

Assignment Title: Prepare a portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Pathway: Secondary PGCE

Link to OneNote: https://uwotd-my.sharepoint.com/:o/g/personal/1903393_student_uwotd_ac_uk/EkKPADdl1RxJliJqgYT9Qf0BxnJrQUIW-68bgUBlICUmSw?e=cAutYE

Assessment for Learning

Monday, 9 December 2019 10:31

05/12/19

Yr 7 Religious Education trip to Shree Swaminarayan Temple and Cathedral - Cardiff.

This was my first trip with the school and my PGCE. Started the day gathering all the kids at the canteen after registration. Walked them to the bus and then to Cardiff. I am Swaminarayan myself so knew exactly where I was going and exactly what to expect. The 2 female teachers needed a male to accompany them due to rules and females staying close from entrance of the temple. The students learnt about the different Hindu Gods, special symbols such as the Aum and Swastika. They also learnt why men and women pray separately, the importance of daily prayers and tawny beads. They also played with traditional Hindu instruments. They received sacred food as they left.

Next stop was McDonalds. Aft students in a fast food restaurant was a challenge, but to be fair the students were very compliant and did exactly what they were told to do. We sat all the students outside to be courteous to other people visiting and to give them space.

An hour or so later I walked them back safely to the coach. I assured their safety and moved on to our next stop which was the Cathedral. As it was in the centre of town we could stop the coach directly outside therefore we walked the students to the cathedral in an orderly fashion. The father spoke to the students and had created a small game for them to enjoy. He spoke of Christianity and Bishophood. Due to time we only had 10 minutes and we had to depart. Then we returned back to the coach and came back to school with a successful trip under our belts. The students loved the day out.

Background context

Photos of the trip are available showing the students participating in the activities.

In regards to AFL, whilst in the temple and cathedral, I would ask them questions about what they had learnt. This would show me their level of understanding and also the opportunity to counter with their own questions. Direct questioning whilst walking around the temple and cathedral was very interesting as it showed me that different students picked up on different things and only a few had similar answers. This showed me that AFL can come in many different methods and picking up on learnings from the student can be interesting to see as each brain and thought method is different.

This is the second day of PTE1 and I was fortunate enough to go on a year 7 Religious Education trip. The whole day has been explained in the pages and therefore I won't repeat myself, but in essence we went to the Shree Swaminarayan Temple in Cardiff and then to a Cathedral in the centre of Cardiff. The focus of the day was of course to learn about different religious beliefs.

The day was not organised by myself, however I did like the fact we were going to 2 different institutions who had very different beliefs. I felt that the students would be able to compare the differences between both religions and then ask questions why each believed in what they did. This actually happened towards the end of the day where a female student said to me that "it's interesting how different people, believe different things". This, I suppose is what the purpose of the trip was - to engage student into thinking about religions and what they stand for.

In free time in both the temple and the cathedral, I would engage conversation with students and directly ask them what they had learnt from each of the talks. Students gave differing answers even though they were told the same thing. This was very interesting to me, especially on only the second day of my teaching career.

AFL was evidently important as I was able to answer questions that the students didn't understand. If a questions arose where I didn't know the answer, both myself and the students would approach the bishop or the priest and find the answer from him.

In a way, the student learns that if they can not find an answer to their question, they need to delve deeper and look at different avenues to find the answer.

Due to the type of day, direct questioning seemed to be the best AFL strategy to gain a students understanding.

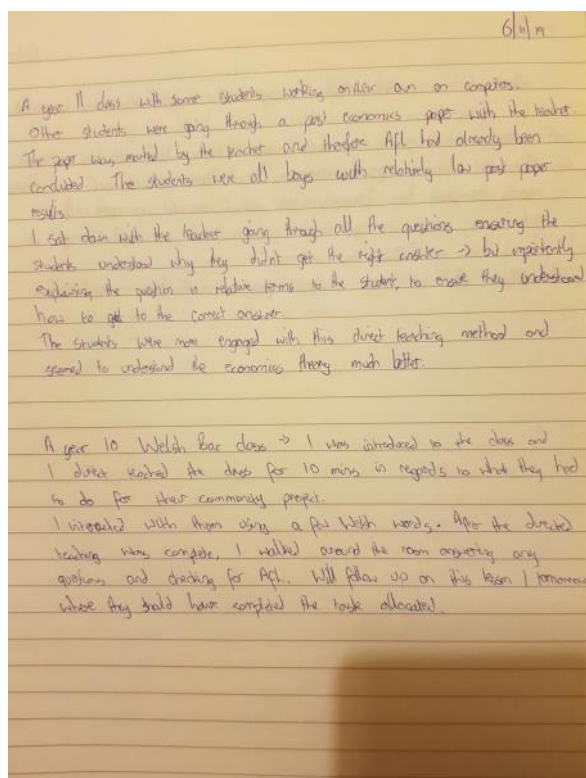
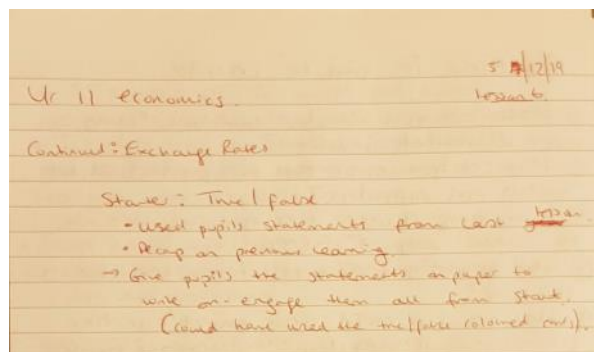
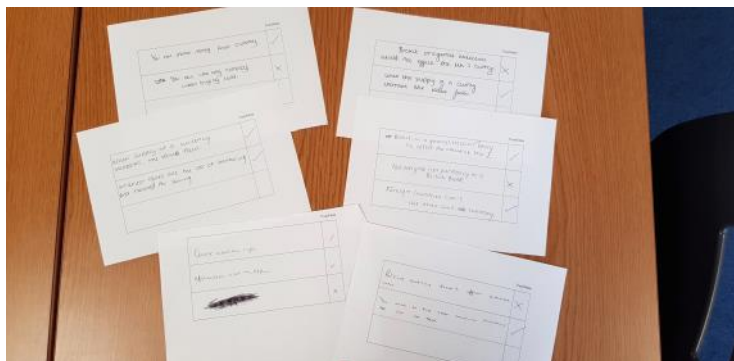
Here is a plenary I had asked my Year 11 Economics class to fill out. The topic for the class was Exchange Rates and this was the second class on the topic. I had asked them to fill out 3 things that they had learnt - 2 true things and something false. I asked them to purposefully make the false statement as believable as possible.

The reason for this is the next lesson I had this class I used this plenary as a starter to activate prior knowledge. It worked extremely well. The students very quickly remembered what they had learnt and some even managed to distinguish which statement was false.

The technique was good as for me to understand which students got the answers incorrect, enabled me to explain the answer to them in a different way, ensuring they understood why they were incorrect and how to get to the correct answer.

This then set me up to continue with the exchange rates lesson 3 and delve deeper into the topic.

What I may try next time is, instead of me using the plenary sheets and saying the statements out a loud; get the students to read each others answers and for the rest of the class to listen and discuss the true and false statements. This would also provide me with activation of prior knowledge but also instil deeper thinking of the topic.



Here are 2 examples of direct teaching to a year 11 Economics class and a year 10 Welsh Bacc class. Both classes involved direct teaching.

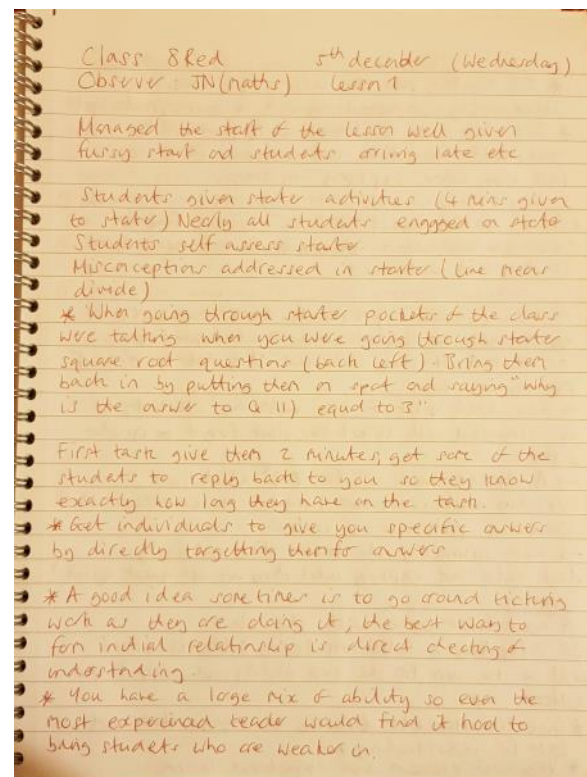
As seen the boys with the low past paper results, direct teaching becomes an effective method of reflecting and assessment for learning. Even though I had not taught this class before it was easy to see that when sitting with the boys on a near 1 on 1 basis, they are more engaged and less fidgety. This enables myself and the teacher to effectively assess what the students know and build an idea of their gaps in knowledge. Then it's a simple task of plugging the information in to fill that gap. It seemed to work very effectively in this lesson.

This is feedback from a subject mentor for my first maths lesson. My PGCE is for business and to fill my timetable the school has added a couple of maths lessons to fill my hours. The lesson was for year 8 mixed ability starting a new topic - squares and square roots.

Having never taught a maths lesson before I was quite nervous. I had created the resources and given a simple starter to the whole class as they walked in. I hadn't explained that we were going through a new topic, all the students knew is they had a sheet with 12 questions.

Starter

- 1) $64 \div 15 =$
- 2) $102 \div 18 =$
- 3) $35 - 7 =$
- 4) $49 - 13 =$
- 5) $9 \times 5 =$
- 6) $6 \times 4 =$
- 7) $40 \div 4 =$
- 8) $21 \div 7 =$
- 9) $2^2 =$
- 10) $4^2 =$
- 11) $\sqrt{9} =$
- 12) $\sqrt{25} =$



Some students didn't recognise what the indented '2' meant and most had no idea what the square root was. That was the whole point of the exercise. With this I was able to assess their current level of understanding for basic arithmetic and from there introduce the topic.

A starter is a great way of assessing AFL as it allowed me to quickly understand where the MAT students were in the class. In the same way it showed me where the less abled students were sitting so I knew where I may need to spend more time.

I had created work for the class in 3 differentiated ways. Question types were similar however as the level went up, the questions became increasingly difficult. This was very much needed as the MAT student were flying through the questions and made it look easy.

I walked around the room while they were working as another indication of AFL. I could see right and wrong answers in their workbooks and I could direct teach one on one if I saw a question was wrong. In hindsight what I could have done is also mark questions whilst going around the classroom. This would not only show the student where they were going right, but also make them think if I marked the question wrong.

Some excellent feedback I gained from the subject mentor was to aim to teach the MAT students and then carry the less abled students forward with extra help. I found this to be insightful as with a mixed ability class it is always going to be difficult to cater for everyone's needs. As such I will take this information on board and ensure I do this for my next classes.

I feel in a maths class, AFL is a natural element of the classroom. The point of maths is answering questions and solving equations. The answer is either right or wrong. There is no in between or opinion involved. As such AFL is perfect and easy to conduct as you go through the lesson making sure that students have the right answer and if they don't, question why and help them figure out where they went wrong - usually by working backwards from the answer - something that worked very well for me.

7.1 Computer Science 26/11/19

- Use of hands up to get silence through the class ✓
- Assisted on pupils acknowledging register despite protest from SF ✓
- Continue Esafety animation, 15 minute time limit for the class in order for revision document to start ✓
- Checked knowledge of what keys has been used so far ✓
- Time of completion of work given - checked if all ones log in ✓
- SF refusing to log on, claims he is tired. Sir is aware how difficult he can be at times ✓
- Class shown what filter effects can be applied by Serif Draw ✓
- Pupils outlined the success criteria several times ✓
- Good timing of the class to support pupils ✓
- All pupils remain on task throughout the lesson with the exception of SF ✓
- Good timing of the class SF and RB behave very well. However, this is the norm in most lessons and continues to be an issue to the school as a whole ✓
- Pupils stopped for mini plenary and check knowledge ✓
- Wanted for pupils to put hands up for class silence. Well timed for end of lesson ✓
- Explained where and how to save, then checked knowledge ✓
- Good be modelled, however might be difficult as user experiences for staff and student are different ✓
- Plenty enough questioning ✓

Again, to fill my timetable I also teach a year 7 Computer Science class. The focus of the class was continuation of the topic of e-safety. The students had to complete their e-safety animation using Serif Draw. Lesson Objectives were put on the board and explained to the students. Throughout the 55 minute lesson I would periodically stop all the students by using the hands-up approach and ask them to turn off their monitors. This ensures that focus is directly on me and they are not distracted by the computers. The mini plenary was ensuring that the students were using filter effects. As I was walking around the room checking work, I noticed some students had not included a filter effect. When I asked them directly they didn't know what it was. Hence me stopping the whole class and showing them on the board how to access filter effects. This ensured that everyone knew exactly what had to be done. It also showed me that AFL is critical at all stages of the lesson as at the start of the lesson, students may just say they understand what to do as they just want to get on the computers and start playing around. But using AFL throughout the lesson it ensures that I understand their level of understanding and any gaps in knowledge.

LEARNING OUTCOMES

➤ **Develop a basic animation using serif draw plus**

➤ **Use a range of ICT skills:**

Add filter effects
Transitions
Insert image
Formatting Techniques fill, transparency
Select and appropriate information
Change frame rates

I could have explained each skill in more detail at the start of the lesson.

Another example of a good starter - This was for my year 11 Economics class on exchange rates. The starter was simple but effective. It was saying the currency name associated to a specific country.

Not only was it fun but all the students were engaged in it. It built on previous knowledge as well as their own general knowledge as some had been to the countries listed and knew what the currency name was. This activates not only prior knowledge but as Donaldson (2015) says - it creates a more rounded learner.

Something like this showed me that the students enjoyed this type of activity and therefore I can use something similar in the future.

Starter – name the currency (hands up)

Country:	Currency:
Argentina	Argentine peso
Bahamas	Bahamian dollar
Chile	Chilean peso
Denmark	Danish krone
Ecuador	US dollar
Fiji	Fijian dollar
Germany	Euro
Hong Kong	Hong Kong dollar
India	Indian Rupee
Japan	Japanese Yen
Kuwait	Kuwaiti dinar
Luxembourg	Euro
Monaco	Euro
North Korea	North Korean won
Philippines	Philippine peso
Qatar	Qatari riyal
Russia	Russian ruble
Singapore	Singapore dollar
Thailand	Thai baht
United Arab Emirates	UAE dirham



24/1/19
Yr 11 Economics
Exchange Rate

→ Starter → This was a clear starter activity, giving currencies, all engaged.

→ Recap → Got everyone's attention before explaining task. Some are listening, some pupils not on task (talking) ✓ good to use whiteboard

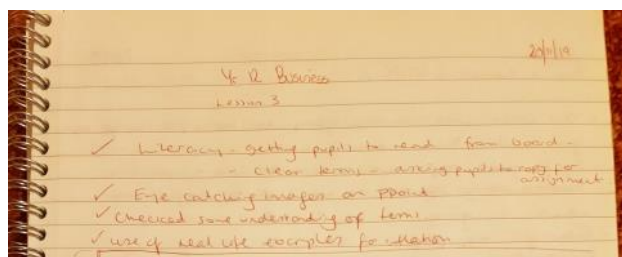
→ Main Activity ✓ Continued to get pupils to read from board - good to keep a focus ✓ Short answer ✓

Work from task / question quicker - escape focus. ✓ currency graph

→ Plenary → true/false statements - needed about nine five - get them all listening to speed up end of lesson (plenary). ✓ Good use of previous data knowledge

Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence

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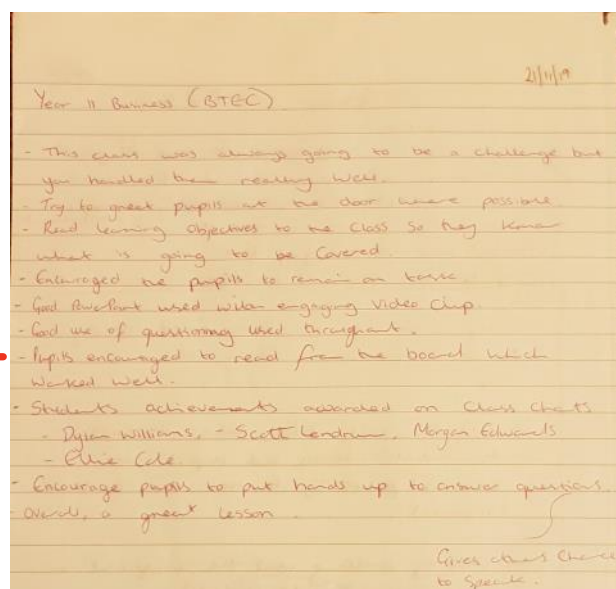


These are subject mentor notes in my learning journal about both my year 11 and 12 Business class. As the notes show I like the students to read from the PowerPoint, out loud to the whole class. Not only does this engage the whole class as they need to listen to their peer, but it helps the student reading out loud with his or her literacy skills.

I felt this was a simple but effective way to increase their skills and practice on an on-going basis.

On reflection, when the class are being disruptive, getting students to read from the board just stops them in their tracks as they have been asked to do something where all their peers will be listening. So in doing this if anyone is taking, I'll ask them directly to read, even if I'm in the middle of an explanation.

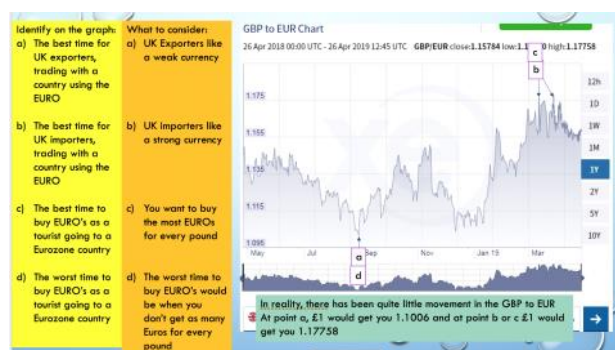
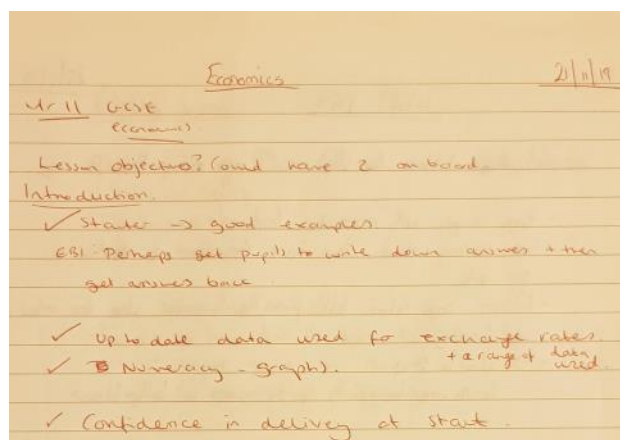
I have shared this with my other PGCE colleagues.



Year 11 Economics class showing a GBP to EUR chart. The students are asked to answer the questions in the yellow box.

Not only did this get them thinking about the economics element to the question, but also activated their numeracy knowledge in regards to reading a graph accurately.

It worked really well and most students came to the right conclusion.



In another Year 11 Economics class, in the main body of the lesson, I had created a missing words activity.

The idea was for the students to read the sentences and figure out what the missing word is. One or two of the answers could be interchanged and therefore the students needed to be sure the word was an exact fit for the sentence and ensure it made sense in economic terms.

An activity such as this not only increases subject knowledge but also the students' literacy skills.

In fitting with Donaldson (2015), this enables the student in cross-curricular knowledge and ensures they are constantly learning. In a task like this, the student is most likely unaware that literacy skills are even being activated, as the task is a natural and fluent way of learning.

The effects of changes in the exchange rate

- The effects of changes in the exchange rate are many for both consumers and producers and this has an impact on the economy as a whole.
- If the exchange rate **weakens** the following will potentially occur:
 - Consumers are likely to be faced with higher prices for **Imported** goods and therefore they would see a reduction in their real standard of living. The UK traditionally is quite dependent on imports and therefore it will have a significant impact on **Consumers**.
 - A rise in import prices means that cost-push **Inflation** is likely to increase as we 'import inflation'. This is because many firms will import their raw materials from abroad, and this now costs more. This could then mean that all UK businesses increase their **prices**, and this will lead to further falls in the standard of living.
 - Producers will be faced with the higher import prices and therefore their costs of **Production** will rise. This will shift supply to the **Left** and lead to a rise in prices. Depending on the market, the producer will see a fall in demand and lower revenue, assuming that price elasticity of demand is **elastic**.
 - However, some producers will see an opportunity to export more abroad. The UK could potentially get 'export-led' growth as exporters can sell their goods at a **cheaper** rate in foreign markets. This will likely lead to an increase in demand and therefore a rise in **revenue** and then profits.
 - Tourism is likely to increase in the UK, which is good for suppliers in the industry, but it will be more **expensive** for UK consumers to go abroad.

production	elastic	revenue	Imported	prices
consumers	cheaper	inflation	left	expensive

Yr 11 Economics

5/12/19

Continued: Exchange Rates

Starter: Travel Fair

- Used pupils' statements from last lesson.
- Keep as previous learning.
- Give pupils the statements on paper to write on - engage them all from start. (Could have used the travel fair coloured card).

Main Body:

Missing words activity - moved around to help others. From you give pupils enough time to complete the task. Asked pupils to read out statements back out - good checking literacy + listening.

Table - Impact on government objectives - this could have been made into an activity.

RPA - things to be aware of things and keep them focused.

Class was polite and most showed some understanding from previous lesson.

Y7 Computer Science 26/11/19

- Use of hands up to get silence through the class.
- Insisted on pupils acknowledging register despite protest from SJ.
- Continue E-safety animations, 15 minute time limit for the class in order for review document to start.
- Checked knowledge of what tech has been used so far.
- Time of completion of work given - checked if all can log in.
- SJ refusing to log on, states he is tired. Sir & I aware how difficult he can be at times.
- Class shown what filter effects can be applied by Serif Draw.
- Pupils outlined the success criteria several times.
- Good timing of the class to support pupils.
- All pupils remain on task throughout the lesson with the exception of SJ.
- Good timing of the class SJ and RJ achieve very little. However, this is the norm in most lessons and continue to be an issue to the school as a whole.
- Pupils stopped for mini plenary and check knowledge.
- Asked for pupils to put hands up for class silence. Well timed for end of lesson.
- Explained where and how to save, then checked knowledge.
- Could be modelled, however might be difficult as prior experiences for staff and student are different.
- Plenary through questioning.

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Krushal Patel	Class:	Year 7
AoLE or Subject	Computer Science	Date:	26/11/2019
Lesson Focus:	E-Safety Animation		
Meaningful links to Curriculum	E-safety		
Meaningful links to: Cross Curricular Responsibilities	Digital Literacy - -Use, manipulate or create data and information and present it digitally for different audiences - Be able to find, organise, store, manage, share and protect digital information		
Personal Targets (Linked to QTS and identified in weekly review)			
Maintain class structure of starter, main and plenary.			

My year 7 Computer Science, creating an e-safety animation. The idea was the class to use all of the ICT skills listed below. I chose the specific items such as formatting techniques, fill, transparency, inserting image etc as this is what the students will be doing throughout their lives, in jobs and careers.

Even though they are in a computer science class, it is important for them to learn these specifics as they can use them in other subjects. Implementation into the topic was natural and I feel it was a successful lesson.

Saving data is also important and saving data in the correct place is even more important. I explained this to the class in detail and mentioned that this piece of knowledge will be useful throughout school and the rest of their lives.



LEARNING OUTCOMES



➤ Develop a basic animation using serif draw plus

➤ Use a range of ICT skills:

Add filter effects
Transitions
Insert image
Formatting Techniques fill, transparency
Select and appropriate information
Change frame rates



Authentic contexts for learning

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Finished product - Aldi Christmas Hamper



The Big Business Bonanza is a yearly event held by UWTSD. This year it was based in the Swansea Business School. The new curriculum suggests that a key purpose of the curriculum is for learners to be 'enterprising and creative contributors'. This is exactly what the Big Business Bonanza does.

The idea is that the PGCE Business students from UWTSD deliver innovative and exciting workshops to Year 10 students from different schools in and around Swansea.

The focus of my group was to create a 'Christmas Hamper' as the Bonanza was taking place in the run up to Christmas. The idea behind this was based on the pedagogical principal of 'creating authentic context for learning'.

The theme was around the 4 P's of marketing - Product, Place, Price and Promotion. The product was the hamper itself. Place is where the hamper was being sold - supermarkets. Aldi, Tesco, Asda, M&S Foodhall and John Lewis were chosen and therefore price was determined by the products that went into the hamper and the customer demographic of each supermarket. Promotion was to create a mascot and poster to go with the hamper.

My team was Aldi and as you can see, the students has created Allan the Afal. Not only was this introducing a Welsh language element into the session but also they students thought about last year's Aldi mascot which was Kevin the Carrot and created Allan as an extension to the Aldi mascot family.

There were 2 business groups doing different sessions and planning was conducted at university and then periodically throughout our time at PTE1. The Christmas Hamper group would meet up after school time in a central location to iron out any new ideas and learnings they may have gained from their time at PTE1.



A tweet about the Big Business Bonanza

Our initial idea changed many times until we settled on the Christmas hamper as planning for creation meant time would need to be factored heavily as each supermarket had to create not only the hamper, but the mascot and the poster. We as a team felt an hour would be manageable as they students had a PGCE student each to help them, but on the day we were told that each session would only last 45 minutes. This hindered us massively as we had lost 25% of our time and therefore we as a team we explained the concept to the students in a more structured way rather than them thinking about the 4 P's on their own.

In hindsight I think this worked well as the PGCE students were able to explain the 4 P's in much more detail rather than having them thinking about it themselves. Also it aided in easier conversation with the students and created natural questioning.

The students and teachers loved the idea we had created. They said it was not only relevant due to Christmas timing but it was also authentic as hampers are things they and their family and friends buy. The students enjoyed the creation of the product and naturally liked the thinking behind why supermarkets do what they do. Some students were naturally thinking about customer demographic and price, where other students where thinking about which products they would include in their hamper.

In regards to authentic contexts, I feel this group exercise was, very creative and authentic.



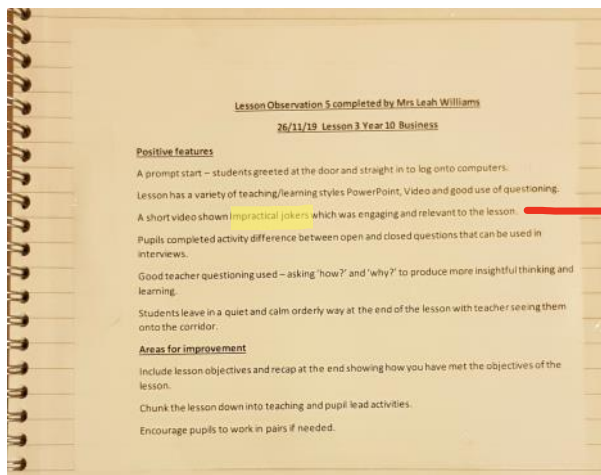
Mascot for Promotion - Allan the Afal

These 2 elements were really important for the students to think about the 4 P's. It really helped them to understand the task they needed to complete.





Spec sheet given to the Aldi students



This is a year 10 BTEC Business class and the lesson was on Market Research. The type of research for this lesson was focus groups and therefore I found an Impractical Jokers clip from YouTube showing the funny sides to focus groups.

Impractical Jokers are four life long friends who compete to embarrass each other. YouTube link - [Impractical Jokers - Dueling Inventors Get Into A Fight](#)



I chose to show this video because not only did it make the students laugh (some of them had seen the show previously), but it directly related to their assignment. Their assignment is to create a business and market research falls under something they would have to do as part of starting up a business.

Showing a video to this type of class really helps in other ways too - it settles them quicker and engages them into thinking about what they need to do for the rest of the lesson.

The video was really successful as after this, I was questioning them using a direct method and checking for Afl. Knowing some of the student's business ideas, it was easy for me to approach the idea of focus groups to them and explain why it may be useful to them.

This as a whole creates an authentic context for learning as it shows (in an humorous way) how focus groups are conducted, potential questions which could be asked to a focus group and importantly the size of the focus group. This is vital information the students need to include in their own assignments.

Critical Reflection

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This assignment looks to illustrate a critical reflection of progress which has been made on planning and implementation of three different pedagogical principles as outlined by Donaldson (2015). During the PGCE year, there are 2 phases of Professional Teaching Experience. The first half of the first experience (PTE1) started on 21st October 2019 and lasted for 6 school weeks, ending 2 weeks prior to the Christmas half term. The purpose of PTE1 is to go into school, observe, and then start teaching lessons in mainly my chosen curriculum subject. PTE is designed to give student teachers the vital hands-on experience to find their feet in front of a classroom and to develop their pedagogy. It is a graduated process where week 1 consists of observations and potentially teaching a few starters and/or plenaries to a few lessons. As you progress into week 2, expectation is that you teach full lessons and start finding your feet as the main teacher in the classroom, whilst the original teacher provides observations and feedback. Advancing through the weeks means using a lot of reflection in different ways. Reflections from lesson plans show what went well, evidence of pupil learning, evidence of effective practice and importantly where I believe my areas of development are. In addition to this, teacher observations are noted in my learning journal – a document with my reflections of the day, subject mentor observations and constructive feedback, and on occasion senior mentor and network lead comments. Extracts of this learning journal can be found under the 3 pedagogical principle tabs in this OneNote portfolio.

The focus of the writing will be based on 3 pedagogical principles laid out by Donaldson (2015):

- Good teaching and learning means employing assessment for learning (AfL) principles
- Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them
- Good teaching and learning creates authentic contexts for learning

The rise of accountability pressures in many parts of the world have led to a big growth in the desire to evaluate the quality of teaching (Coe et al., 2014). Donaldson (2015) says that the need for change is very clear and also notes that evidence suggests developing a new curriculum poses a number of challenges in regard to its pedagogy and assessment. The first principle being looked at is that good teaching and learning means employing assessment for learning principles. Good teaching can have a range of definitions and can also be determined in different ways by different minds.

This is supported by Coe et al. (2014) where he mentions that defining effective teaching is problematic. It could be that we define effective teaching as achievement valued by outcomes, however he continues to evaluate there may be other factors which need to be taken into account. Factors such as student characteristics, characteristics of the school and the teacher can have impacts on what is thought as good teaching.

The Welsh Assembly Government (2010) have said developing thinking pedagogy has considerable overlap with the principles of assessment for learning and that AfL is the process of finding out where learners are within a learning continuum, where they need to go and *how* best to get there. The idea is to improve learners' performance, engagement and the ability to transfer generic skills which lead to greater flexibility and ultimately, employability.

This can be seen in my Year 11 Economics class, where I used a starter about 'name the currency', where the students had to name the currency of specific countries. This was a

simple but effective use of activating prior knowledge, not only in an economics subject aspect, but also gathering previous knowledge from different subjects where countries and currencies have been mentioned. As well as this, students used their personal experiences to remember the holidays they have been on and came to the correct answer that way. Implementing something so simple was not just fun and creative, it was engaging to the students and it grew links in their minds organically without them even realising it. It allowed me to understand the prior knowledge activated from the last lesson on this topic and identified some gaps where some students looked like they were struggling. After a brief reintroduction to the topic this then went on to be a very successful lesson as the students were engaged due to the enjoyment from the starter.

Starters are just one method for AfL. With the same economics class on a different day, I asked the class as a plenary to write down 3 things they had learnt and to write them down on a piece of paper I had created for them. But to add a small twist, I asked for one of those things to be false, but believably true. This was then to be used as a starter for the next lesson – again focusing on prior learning.

Lemov (2010) states that prior knowledge about the topic speeds up basic comprehension and leaves working memory free to make connections between the new material and previously learned information, to draw inferences, and to ponder implications.

This is the exact reasoning for adding a false statement in the plenary - it was to check understanding on a deeper level. Making a statement as accurately as possible but not quite correct, ensured I could see if there were any misconceptions which need to be re-taught potentially in a different way, to ensure full interpretation of the topic had been attained.

As a business teacher there are not enough hours to fill my timetable and therefore have to this date taught one mathematics lesson to a mixed ability year 8. As seen in the examples, the lesson was introducing square numbers and square roots. As such I used a starter without introducing the topic or even mentioning what the lesson objectives were. The students came in, sat down and got on with the work. Some students didn't know what the indented 2 meant after a number, and some had never seen the symbol for a square root, and thus they were stuck when reaching those questions.

Rosenshine (2012, p.12) has mentioned ten principles of instruction for teachers. The first 3 are:

Begin a lesson with a short review of previous learning.

Present new material in small steps with student practice after each step.

Ask a large number of questions and check the responses of all students.

The first instruction didn't apply to me as this was the first time I was teaching the class and it is a brand new topic, but the starter did have other questions on it which would activate prior learning. I introduced the topic in small steps within the starter, without needing to explain it. Then I checked the responses from all of the students by going through the answers with them. From here I could deduce who were the potentially more able and talented students from the less able, especially important as it was the first time teaching them. On top of this, it's a mixed ability class and therefore I needed to cater for all levels. After conducting research in mixed and single ability classes, Veenman (1995) concluded that parents, teachers and administrators need not to worry about academic progress of students in multi-grade or multi-age classes. These classes are simply no worse, and simply no better, than single-grade or single-age classes. This begs to ask the question as why there is a need to have mixed ability classes in the first place, considering it makes teaching more difficult for the teacher as they have to cater for different abilities. One could argue it actually lowers the teaching standards as there is too much focus on trying to push the MAT students and raise the lower ability students.

Considering it was my first maths class, I feel the learning was positive. The class seemed to

understand the questions from my teaching methods and constant AfL was taking place by checking answers with the class. With mathematics, there is only a right or wrong answer. There is no room for interpretation at this level, as answers are either correct or incorrect. It could be said this is why AfL is much easier to perform in a maths class. Cowie & Bell (1999, as cited in Wiliam, 2018) say the process used by teachers and students to recognise and respond to student learning in order to enhance that learning, *during the learning* is very important, and I feel I did this throughout the class.

Donaldson (2015) mentions in his Successful Futures report, that there are a range of competencies and skills which are the foundations for almost all learning. He continues to add that they are essential to being able to participate successfully and confidently in the modern world. Preceding and current curriculums already have an emphasis on English and maths as core subjects, however they are now to be incorporated into learning regardless of subject. Also, in an increasingly digital world, Donaldson (2015) says “digital competence is increasingly fundamental to learning and life, and that it should have similar status within the curriculum to that of literacy and numeracy.”

In regard to teaching in business studies, cross curricular learning is a relatively easy process. As per examples, regular reading aloud to the class, from the PowerPoint slides would be a natural occurrence in my lessons. This gives the students practice of the spoken word, syntax and even spelling. Seeing and pronunciation of words can be said to help students learn a sound understanding of the English language. Notably, reading aloud to the class builds confidence in public speaking. This by-product can be said to take young people out of their ‘comfort zone’ and into their ‘struggle zone’. Dweck (2006) theorised the fixed and growth mindset, which depicts two types of people. Those with a fixed mindset are stuck in their ways – in the form of a student, if they get the question wrong, then that’s it – they can’t do it and they don’t try to figure out why. Dweck (2006) tells us that these are the people with negative connotations with regards to anything including learning. Conversely, those with the growth mindset are the students who are willing to fail in order to learn. The mindset is about embracing failure as a method of learning and this is exactly why I have my students read to the class. Some of them are shy and they don’t like reading aloud. But I have encouraged them to try and once they did they actually enjoyed it. I’ve had a few students asking to read to the class who were once scared of the prospect. I found this feeling very heart-warming.

In spite of this, Sherrington (2017) opposes Dweck’s idea in the context of a school. He states that these growth mindset slogans are blown up, laminated and plastered all over the school walls. He continues saying “too often all the effort goes into signposting the intention to change behaviours or a culture – and not into actually securing the change.” Some might say he is partly correct as merely seeing posters on a wall is not going to change the perception of a student. I feel like good teaching and being able to engage a student in whichever way possible will have much more of an impact.

I have also created missing word activities for my economics students. Specifically in this task, not only does it embrace literacy, but it also activates and engages subject knowledge. In fitting with Donaldson (2015), this enables the student in cross-curricular knowledge and ensures they are constantly learning. In a task like this, the student is most likely unaware that literacy skills are even being activated, as the task is a natural and fluent way of learning.

Numeracy was evident in my economics class on exchange rates, where I used graphs to indicate the changes in price from one currency against another. Donaldson (2015) states “Children and young people need regular opportunities to deepen their understanding of number and, as with literacy, to reinforce and use their numeracy skills in different contexts” and I feel the use of graphs is an important one. The students managed to answer the questions correctly by analysing the graphs and understood how they got to the right conclusion.

In regard to digital competence, Donaldson (2015) mentions it plays an increasingly powerful role in the lives of children and young people. We use digital components and applications as a natural part of life for example in communication, networking, information, leisure and entertainment as well as for an increasing range of transactions and educational applications. I taught a year 7 ICT class who were creating an animation about e-safety using a specific piece of software. My lesson objectives stated the students needed to have a range of ICT skills including transitions, inserting images and different formatting techniques to name a few. These techniques can be and are used in different applications, such as Microsoft Word and PowerPoint. At some point in the students' lives they will use the knowledge gained and apply it to their circumstance, for example in the modern workplace where they need to create presentations. One thing that I felt worked well was the knowledge of saving work. Some students would click the save button and click ok, but would forget where it was saved and under what name – usually it was saved as 'amination1' by default. But simply showing them how folders work in a computer and the importance of naming their saved work for future reference made a huge difference the next time I taught them as they weren't constantly asking me to help them find their work from last lesson.

However, reinforcing cross-curriculum responsibilities is not as straightforward as it seems. Wiliam (2018) says there is a requirement for teachers to "keep up to date" with the latest developments in the field. However, this just leads teachers to chase the latest fad or craze. A new curriculum with revised pedagogical principles is nothing to do with professional updating, Wiliam (2018) says teachers need professional development because the job of teaching is too complex and difficult to master in a lifetime. He says "One year, it's language across the curriculum; the next year, it's differentiated instruction. Because teachers are bombarded with innovations, none of these innovations has time to take root, so nothing really changes." This then impacts what happens in classrooms and as a result purports a lower calibre of teaching.

One way of countering this is to provide authentic teaching. Waters (2013) says good teaching is bringing the world into range and Donaldson (2015) furthers this by reinforcing the importance that students see the relevance of learning beyond the school gates. This is why it's important to teach in a manner that is relevant, and this is what I have tried to incorporate in the classroom. One way I achieved this was in my year 10 BTEC Business class. The BTEC course is mainly coursework driven so it's a rarity to teach a full lesson from the front. However, I had this opportunity when introducing market research, specifically looking at focus groups. I planned to show a video as a starter to introduce the concepts of focus groups and why they're important. I did this by using a short YouTube clip from the show Impractical Jokers. The video shows 2 friends who compete to embarrass each other in a focus group without the group knowing it. It worked really well as it was directly appropriate to the learning, it was relevant to the students' assignments and it engaged the class into the topic. It made focus groups real for the students as they understood how it related to their start-up business for their assignment. This is backed by Richland et al. (2007) where he states we understand new ideas via examples.

As a business PGCE student, I was fortunate enough to be invited to teach at the Big Business Bonanza, based in Swansea Business School. Teaching year 10 classes about business, gave myself and my team an idea to create a Christmas Hamper. The new curriculum suggests that a key purpose of the curriculum is for learners to be 'enterprising and creative contributors'. We created a theme around the 'marketing mix' also known as the 4 P's (Price, Product, Place and Promotion). The hamper theme was authentic as it was the run up to Christmas, realistic as all selected supermarkets sell hampers and relevant as some of the students give hampers as presents. Asking the students to create a mascot as well, enhanced the learning as the students were required to think about why the mascot would be relevant to their supermarket. Memory is the residue of thought (Willingham,

2008), so if you want students to remember something you have to get them to think about it. These are students who have yet to be taught the marketing mix at their schools, so in a way we introduced a topic with a hands on approach of being creative. The day was a success and all students and teachers thanked us for the effort and idea gone in to creating the lesson. Planning for this event took many sessions and creative ideas were thrown into the hat. It took 5 or 6 ideas before settling with the hamper idea as many factors such as resources, timing, concept and student ability had to be factored in. Timing was the biggest struggle, as to introduce a topic, idea of the lesson and actually creating the hamper was a stretch, but with our guidance, the students were able to finish the task to a high level.

Since the start of the first week of PTE1 until now based on reflection, it is easy to see how far I have come. From the initial nerves of teaching the full first lesson, to now where I feel semi confident, shows how teaching is a profession of continual development. The old saying, practise makes perfect, holds up in my scenario. As Sherrington (2019) explains, engineering success takes time and effort. Making success the goal is my aim. I need to reflect on my experiences and further build my subject knowledge. I will continue practising specific learning activities that have worked for me in the past and continue building onto the path of excellence by implementing different teaching methods, using AfL to my advantage to carve my teaching practice into a smooth and professional experience. Coe et al. (2014) puts it nicely when he says “we must build in robust evaluation into any changes we make” and try to capture suggestions how we can take the ideas forward to enhance learning.

Word count: 3133

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