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Wednesday, December 11, 2019 6:04 PM

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Pathway: Secondary Business PGCE (Cymraeg)

Targets from previous assignment

	Target	What I have done in this assignment...
Target 1	Ensure that your writing has a focus on criticality rather than description.	I have tried to be more critical in this assignment and included arguments for and against the subject matter.
Target 2	Engage even further with academic and professional literature to enhance your practice and professional development .	I have engaged further with supporting literature and I have also explained the literature to show my understanding.

Link to OneNote: https://uowtsd-my.sharepoint.com/:f:/g/personal/1903926_student_uwtsd_ac_uk/EsoWRKySm5FPriVNRReDIUkBEOrhuPJpTG7uAflvYjRtUA?e=iklaBJ

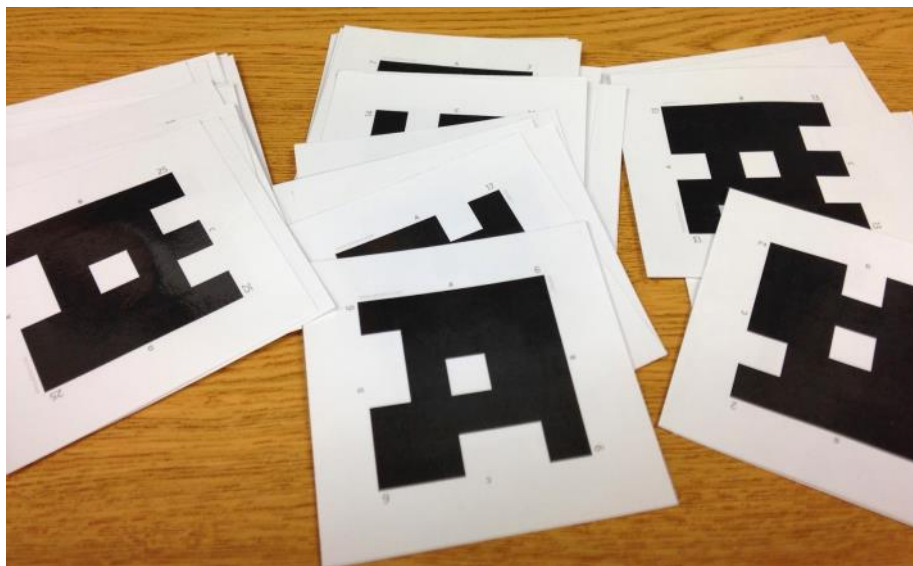
Assessment for Learning (AFL)

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I always start and end each lesson with AFL. Here are examples of the different forms of AFL that I have incorporated into my lessons to date.

1. Year 10 Business – Franchising 19-11-2019

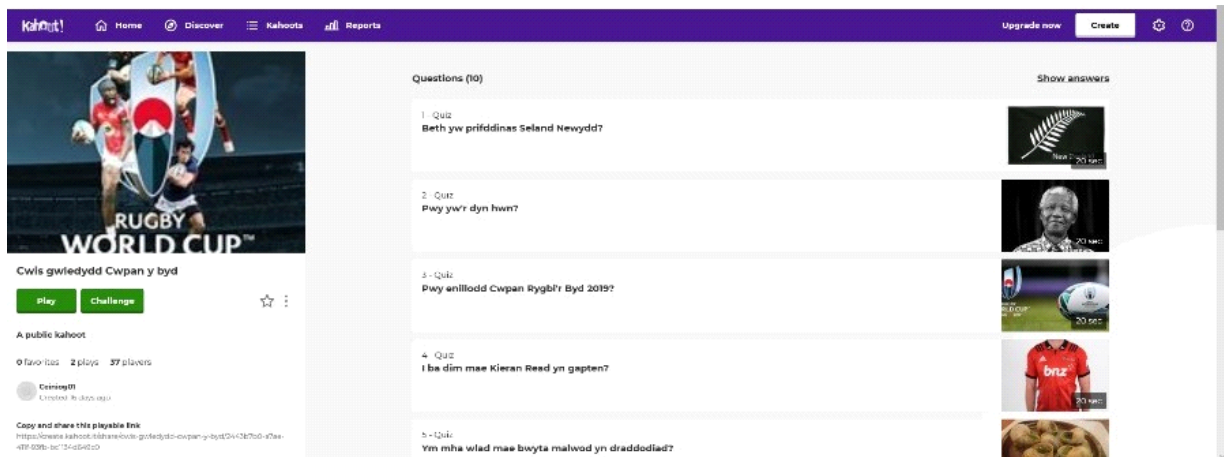
In this lesson, I decided to use 'Plickers' for the first time. I had used this form of AFL myself as a student in the University and I believe that it's an effective way of using AFL in the classroom. Plickers allows the teacher to analyse students results at the end of a quiz and identifies any areas of misunderstanding and areas for improvement for each pupil. In this lesson however, there was a problem with the school internet connection and I was unable to connect to the wifi. Luckily, I had prepared a Powerpoint presentation with the same questions on and I was able to use this as a back-up. However pupils were left waiting for 5 minutes while I set up the Powerpoint. The following day, I delivered the same lesson to another Year 10 class and I ensured that the Powerpoint was ready in advance. Fortunately, the wifi was working on the second day and I was able to use Plickers effectively. From the student responses, I believe that they enjoy this form of AFL as they can answer as honestly as possible and nobody else knows their answer. It eliminates the anxiety that some may have if they answer incorrectly in front of peers.



This is an example of the cards that pupils use whilst answering questions using the Plickers programme.

2. Year 7 ICT lesson 22/11/2019

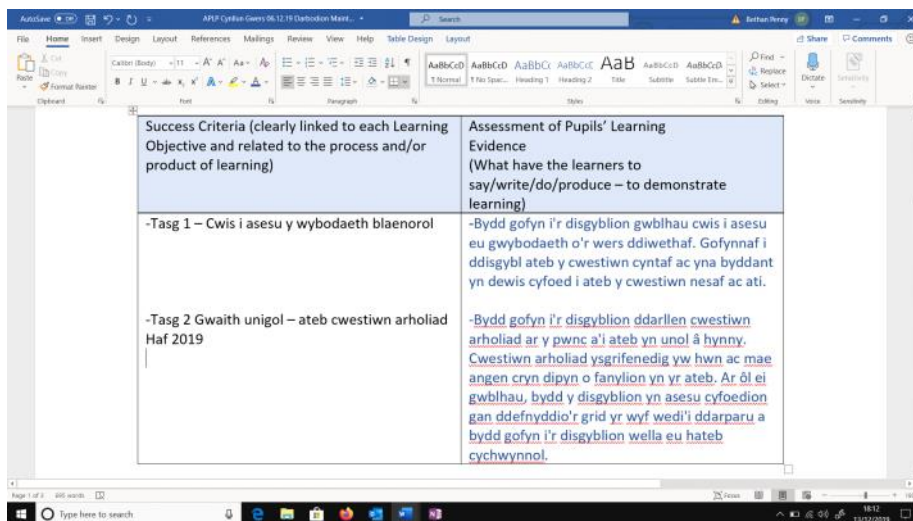
During my ICT lessons, I always incorporate Digital AFL as it is more convenient and it promotes and enhances the pupils Digital Literacy skills. Having gaged the level of these pupils previously and knowing that I only had 5 minutes to do this AFL starter with them, I decided not to use Plickers as I felt that it would require more time for me to explain it to the class. Instead, I decided to use Kahoot with them as it is something that they are already familiar with. Here is a copy of a Kahoot quiz that I used to start the Year 7 ICT lesson on 'The Rugby World Cup'. This is a fun way of using AFL in the classroom whilst also promoting Digital Literacy. This is really effective with Year 7 pupils as it is a fun way of assessing their knowledge and progress within the lesson without them even knowing that it is AFL.



3. Year 10 Business – Site and Location 25/11/2019

Following feedback from my mentor, I wanted to establish ways of getting the pupils to peer assess each other as appose to me assessing them all the time. As a result, I gave them a written question to complete on the theme 'Site and Location of a Business'. We discussed the assessment criteria in advance and each pupil understood the marking scheme for each criteria. Once complete, they were required to swap their paper with a peer and they were required to assess each other's work using the assessment grid that I had provided. They were required to list areas that had been completed successfully and also identify areas for improvement. At the end of the lesson all pupils had 10 minutes to make the required amendments/additions to their work in order to improve on their grade.

Here is a copy of my lesson plan outlining what I intended to do.



Here is a copy of the assessment grid that I provided.

<u>Asesu Cyfoedion</u>	
Enw'r disgybl:	_____
Enw'r marcwr:	_____
Ticiwch lle mae'ch cyfoed wedi nodi (AA1)	✓
Uwcholeuwch lle mae'ch cyfoed wedi cymhwyso (AA2)	
Tanlinellwch lle mae'ch cyfoed wedi gwerthuso (AA3)	

Asesu Cyfoedion

Enw'r disgybl: _____

Enw'r marciwr: _____

Ticiwch lle mae'ch cyfoed wedi nodi (AA1) ✓

Uwcholeuwch lle mae'ch cyfoed wedi cymhwyso (AA2)

Tanlinellwch lle mae'ch cyfoed wedi gwerthuso (AA3)

Grid Asesu

Amcan Asesu	Beth ellir ei wneud i wella
AA1 Gwybodaeth/dealltwriaeth (hy diffinio/gwneud pwynt cywir/nodi mantais/anfantais)	
AA2 Cymhwyso (Sicrhau'r ateb yng nghydestun y cwestiwn/defnyddio'r wybodaeth o'r darn)	
AA3 Esbonio/Dadansoddi/Gwerthuso - datblygu'r pwynt/ dweud pam/ yr effaith	

Cross Curricular Responsibilities

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As a result of a new curriculum being introduced in Wales, three “cross-curriculum responsibilities” have also been introduced within the school curriculum. Literacy, numeracy and digital competency will soon be the responsibility of all teachers and in this section, I will outline how I achieve these elements effectively within my teaching.

Numeracy

This is an example of a work sheet that I produced for my Year 10 ‘Economies of Scale’ Business lesson. In addition to using direct teaching to help the pupils understand the concept of economies of scale (which can sometimes be very heavy), I wanted to break the lesson up with several different activities. This is one example of a numeracy activity that I incorporated into the lesson in order to allow the students to see first-hand how economies of scale affect the cost per unit of a product. In order to see the effect on the cost per unit, the pupils had to calculate the total variable costs and the total costs using the information provided. Once all required costs had been calculated, they could calculate the cost per unit, using the formula provided.

The pupils appeared to enjoy the task as it was a change from the written work that they had been doing previously. This activity allowed them to have a better understanding of the topic, whilst also practicing their numerical skills.



Darbodion Maint



Gwrbodaeth flaenorol
Beth ydych chi eisoes yn gwybod am Darbodion Maint?

.....

.....

Tasg 1

Beth yw darbodion maint? (gwnewch nodiadau yn ystod y fideo a'r wers)

.....

.....

.....

Tasg 2

Mae'r Costau Sefydlog yn £10,000 a Costau Newidiol yn £100 fesul uned.

Cyfrifwch: Cyfanswm y costau newidiol, cyfanswm y costau a cost yr uned.

Fformiwla Cost yr uned

Cyfanswm cost cynhyrchu (total production costs) £

Cyfanswm yr allbwn mewn unedau (total output in units)

Allbwn (unedau)	Costau sefydlog	Cyfanswm y costau newidiol	Cyfanswm y costau	Cost yr uned
50	£10,000			
100	£10,000			
150	£10,000			
200	£10,000			
250	£10,000			

Literacy

During a Franchising lesson with my Year 10 Business class, I issued them with a task to complete this written exam question during the lesson. In order to complete the question successfully, the pupils were required to read the company information carefully before advising the company whether or not they should expand through becoming a franchise. This task encouraged reading skills, writing and literacy skills and also critical thinking skills as the pupils had to discuss the advantages and disadvantages of becoming a franchisor before being able to conclude their final decision.

Once the pupils had completed the task, they were then required to swap their paper with a peer and all pupils were required to peer assess each other's work. Using the assessment grid that I had provided, they had to mark the work, showing clearly where their peer had successfully achieved the different assessment criteria's. They then marked the paper out of 10 before handing it back to their peer with recommendations for improvement. All pupils were then given additional time to make any recommended adjustments/additions in order to improve their original grade.

[illegible]

Digital Literacy

This is a photograph of a starter activity that I did with my Year 7 IT class. When I started my PTE1 experience, the pupils had already started working on their theme for this term. The theme was 'The Rugby World Cup' and pupils were required to select and research a country within the World Cup and present their findings on PowerPoint and a Sway document by the end of the term. Over the previous weeks, the pupils had started to create a PowerPoint presentation on their chosen country and had researched related facts including, the language, the food and famous people from their chosen country.

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For the starter activity, I cut out images of flags, names of different countries and ways of saying "Hello" in different languages and I mixed them up in envelopes. As part of the starter, the pupils were required to work in pairs and research online to pair up the correct flag to the correct country and the correct language. This was designed as a fun activity to start the lesson, but it also had educational benefits as it enabled the pupils to work on their existing knowledge of the country that they had been studying over the previous weeks. It also helped them learn new facts on the different countries and allowed them to consider facts about their own chosen country that perhaps they hadn't realised.

At the end of the 5 minutes, I asked the pupils to give me their answers and I also showed them the correct matches on a PowerPoint slide.



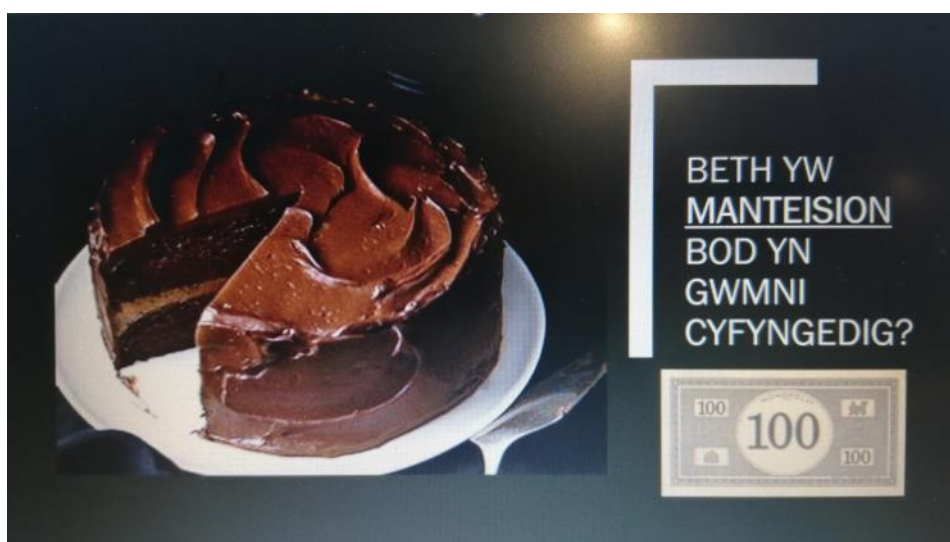


Set tasks and select resources that build on previous knowledge and engage interest

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1. Year 10 Business lesson – Limited Companies 05-11-2019

This was the first lesson that I taught and I started this lesson with a recap of the previous lesson that I observed. I could see that the pupils were a little disengaged during the previous lesson and I wanted to make the lesson a little more interesting and engage their interest more. I started the lesson by giving each pupil a £100 monopoly note as they entered the classroom. At the start of the lesson, I brought out a chocolate cake and I referred to the cake as my 'business' throughout the lesson. When discussing shares etc, I kept referring to the cake as the 'business'. The pupils were engaged as they could relate the scenario's to something physical in front of them. At the end of the lesson, I asked who wanted to buy a share of my business with the money provided. We ended the lesson with a piece of chocolate cake each and the pupils really enjoyed.



2. Year 10 Business lesson – Site and Location 25/11/2019

During this lesson, I set a task that required the pupils to use their knowledge from the previous lesson. The pupils were required to work in pairs to discuss the factors that they need to consider when locating a new business. I asked them to imagine that they were setting up their own business and to list the factors that they would need to consider. I give the pupils a template to work on that already had images of different companies on and this made them consider the factors that these companies had considered. This encouraged the pupils to use their entrepreneurial skills and they were really engaged in the task.



TASG 2



Mewn grwpiau, trafodwch pa ffactorau sy'n bwysig wrth benderfynu ar y lleoliad cywir ar gyfer y busnesau hyn.






3. Year 10 Business lesson – Site and Location 05-12-2019

This was the final lesson on this unit I encouraged all pupil to use their knowledge and experience from the last week to work in groups to complete the final task of the unit. As part of the task, the pupils were required to identify the most suitable location to set up different business. Each group was given a map and a list of businesses and they were required to use the map to identify the most suitable location for each business. This was a really effective task and it encouraged debate within the groups. It was a really effective way of allowing them to build on the knowledge and expertise gained throughout the unit.

TASG 3

LLEOLIAD Y BUSNES

Deddfwrdd chofio sefyllfa...	Deddfwrdd chofio lleoliad a phwy?
Stop barfwrdd bach	☐
Fferm laeth	☐
Stop Asda neuwydd	☐
Stop papurau neuwydd	☐
Stop Ffynedd Land	☐
Gwasanaeth cyffwrdd ledled y DU	☐
Stop ddiawl Larceny	☐
Gwasanaeth (Manufacturers) yn gwasannu'r ffordd i'r ffordd	☐



Critical reflection

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Introduction

In 2015, Professor Donaldson published 'Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales' with an aim to shape a successful and exciting future for children and young people in Wales. Chapter five of the report outlines 12 pedagogical principles that underpin the new curriculum.

This assignment will focus on three of these principles and outline the progress that I have made to date in planning and implementing these principles into my lesson plans and teaching at School X. I will also critically reflect on my experiences of holistically incorporating these principles into my everyday teaching. The assignment will compare literature that I have researched in my teaching experience and it will also identify areas within my practice that require improvement.

The three pedagogical principles discussed in this assignment are:

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 sets tasks and selects resources that build on previous knowledge and experience and engage interest.

The reason for choosing these three principles as the focus of my assignment is that I have great interest in these areas and although I use them regularly, I wanted to do additional research into these areas in order to improve my practice in future.

Literature review

Assessment for learning (AFL) is essentially about establishing where a learner is at present, knowing where they should be and ensuring that the learner knows how to get there. This definition is supported by the theoretical research of Sadler (1989). Sadler explained that a learner has a gap between the present state and his or her goal and in order to close the gap, the learner must understand the gap and take the necessary action to reduce it (p. 119).

Traditionally, AFL was based on assessment for learning where assessment was only carried out at the end of a course or at the end of the academic year. However, in line with the new curriculum, AFL is now required to take place throughout the learning process, encouraging pupils to become self-regulated learners that leave education as able and confident individuals (Bullock, n.d). This new requirement supports Donaldson's four learning principles as it encourages children to be ambitious and capable learners who will be ready to learn throughout their lives (Welsh Government, 2018).

A variety of research has been conducted over the years to suggest that children and young people improve performance as a result of employing AFL strategies. Black and Wiliam (1998) support the advantages of AFL and they define it as being "all those activities undertaken by teachers and/or their students to modify learning activities in which they [the students] are engaged (p. 8).

Similarly, Hattie (2012) believes that AFL makes learning and understanding "*more visible*". He believes that this helps learners to understand what excellence looks like and identifies

ways in which they can develop their own work to reach that level (P. 2).

However, in contrast, Didau (2014) argues that there is no actual way of assessing what pupils have learnt during a lesson. He states that “*you can’t see learning; you can only see performance*” which implies that pupils responses are based solely on the cues and stimuli provided by the teacher during that lesson and not on the student’s knowledge and learning.

One of the main priorities of the new curriculum in Wales is to equip children and young people with the skills and knowledge to become confident individuals and for them to be successful in their lives. The new curriculum is intended to build on student’s abilities to learn new skills and to be able to apply their knowledge more creatively. As the world around us is changing rapidly, it is important that our children are prepared for these changes and that they can thrive in this fast-paced digital world (Welsh Government, 2019). In order to ensure this, Cross-curricular responsibilities (CCR’s) have been embedded into the new curriculum. As a result, the implementation of numeracy, literacy and digital competency will soon be the responsibility of all teachers in Wales. They will be required to plan their lessons within these areas in an appropriate, flexible manner in order to meet the needs of the individual learner.

Barnes (2015) defines CCR to be “when the skills, knowledge and attitude of a number of different disciplines are applied to a single experience, theme or idea”. However, the question over whether cross-curricular teaching is effective has caused much debate within the profession for many years. One of the early drivers of CCR was Dewey (1902) when he quoted “there is no benefit in creating a false opinion between ‘subjects’ and the ‘child’ as a focus for curriculum”. This implies that if we continue to teach today’s children like we taught yesterday’s then we are not preparing them for tomorrow and therefore CCR’s are essential in today’s education.

Barnes (2015) has identified many benefits of teaching a cross-curriculum education but he also identified many flaws in his earlier research. Barnes and Shirley (2007) stated that many teachers have little or no previous experience of CCR and are therefore not equipped with the prior knowledge and experience required to promote and deliver this to the future generations (p.170). There is also concern over the validity of education within this new structure as there is already too much prescribed content within the curriculum and that CCR’s have been added with little or no regard for the expertise and time needed to teach it (Department for Education, 2009).

The third principle that I would like to discuss is the principle of ‘building on previous knowledge and setting tasks that engage learner interest’. Education involves building on student’s knowledge gradually in manageable amounts and research suggest that reviewing previous information and knowledge is a key component of successful teaching. Research conducted by Rosenshine (2012) identified ten research-based principles of instruction including ‘how daily review can strengthen previous learning and can lead to a fluent recall of information’. The research also concluded that the most effective teachers within the study began their lessons with a five to eight-minute recap of previously covered material. Peer assessment also proved to be an effective activity in keeping the learners engaged and in helping them to build on their previous knowledge.

Daily reviews are said to be an effective technique for building fluency and confidence in learners and is essential when introducing new topics or new themes as it enables learners to develop their knowledge into patterns and it helps to recall previous learning automatically (Rosenhine, 2012).

Current research does not appear to dissenter the view that building on learner’s previous knowledge is advantageous, however, one argument against this technique could be the

increasing pressure that teachers are under due to current workloads. Southworth (2019) reports that teachers are currently spending more time marking and planning than teaching, with heavy workloads resulting in teachers working evenings and weekends. With teachers being so overworked, is there time for them to incorporate a variation of exciting tasks into lessons to ensure that students are engaged? In addition, with so much of the curriculum to cover in such little time, is there ten minutes to spare at the start of each lesson to recap on previous learning or is this expectation unrealistic?

Conclusion

Overall, I believe that I have improved on my usage of the three pedagogical principles throughout my PTE1 experience. I feel that it has been easy to incorporate the principles into my lessons from the beginning as I am a new trainee teacher and I don't know any different. However, I can imagine that it would be difficult for an experienced teacher to begin incorporating the principles into their lessons after many years of not having to do so.

How well have I incorporated each principle?

AFL

I find it easy to implement AFL into my lessons as there are so many variations of doing so. To date, I have used 'Plickers', direct questioning, mini white boards and peer assessment. One of my earlier experiments of using digital technology to assess learners was with the card activity 'Plickers' (see evidence 1). I initially thought that this was an easy and effective form of AFL as I had used it within lectures in university and it had appeared to be effective. However, I had underestimated the amount of work required by the teacher in order to set the class up initially.

Despite some minor technical issues in the first lesson that prevented me from using the software, the activity has since proved to be a big success within my lessons. Plicker's allows pupil to work independently to answer questions and this results in a true reflection of their knowledge. Unlike other forms of AFL (i.e direct teaching), Plicker's allows learner responses and results to remain confidential and therefore pupils don't feel as vulnerable as they do in other forms of assessments. I particularly like this method of AFL as I can produce a report at the end that outlines each learner's results and highlights any trends or individual areas for improvement. This enables me to start the next lesson with a recap of these areas to provide the students with additional support and knowledge.

Another form of AFL that I frequently use with my Year 7 Information Technology class is 'Kahoot'. In example 2, I was assessing the prior learning of a year 7 class on their theme 'The Rugby World Cup'. Kahoot is effective with Year 7 pupils as it is a fun way of assessing their knowledge and progress without them even knowing. Kahoot also promotes digital competency within the lesson however it isn't suitable for all lessons as some don't always have access to pc's or laptops.

In addition to using digital AFL, I have also included within my portfolio, an example of 'peer assessment' that I frequently use with my Year 10 Business class. As previously mentioned, Rosenshine (2012) outlined the advantages of peer assessment within AFL and I also believe that it has a huge impact on learner progression. At the end of the written task (see evidence 3), I asked all learners to swap papers and assess their peers using the assessment grid provided. Learners were also required to identify ways of improvement in accordance with the success criteria. This proved effective amongst learners as they were able to grade their friends and they were also able to share best practice and ideas in order to improve their own work in the future. Other than the assessment grid that I initially created, there was little preparation required for this method of AFL.

Cross-Curricular Responsibilities (CCR)

Owing to the nature of my subject, it is natural for me to incorporate cross-curricular responsibilities into my Business lessons. Evidence 1 shows an example of how I incorporated Numeracy into a lesson on 'Economies of Scale'. Within this lesson, the pupils were required to calculate the total variable costs; total costs and cost per unit using the information provided in the worksheet. This exercise not only allowed the learners to practice their numerical skills, but it also allowed them to see first-hand how the unit cost reduced as the number of units increased. This was an effective task and it was easy to plan and prepare for. However, one thing that I learnt from this lesson is that I should have differentiated better within the class. As this was the first numeracy task that I did, I had no previous experience of the learner's numerical ability and as a result I did not prepare any differentiation and during the lesson I could see a couple of learner's having difficulty. On this occasion, I provided additional support and showed different calculations on the white board to help them. However, for future lessons, I ensured that I amended the work sheet allowing for differentiation within the class.

Example 2 shows an exam question that I issued to my Year 10 Business class during a 'Franchise' lesson. In order to complete the task successfully, learners were required to read the company information carefully before answering the question that followed. This task encouraged reading skills; writing skills; literacy skills and critical thinking skills. Once the learners had completed the task, they were required to peer assess each other using the assessment grid and success criteria provided. This task required little preparation as I had prepared the assessment materials previously for an earlier lesson. The pupils enjoyed this task and they particularly enjoyed having the authority and independence to peer assess.

Example 3 is an example of how I incorporate digital literacy into my lessons. This example is a lesson starter from my first Year 7 Information Technology lessons. This was designed as a fun activity, but it also has educational value as it enabled the learners to build on their previous learning and improve their subject knowledge. For obvious reasons, it is easy to incorporate digital competency into my IT lessons, however it isn't always easy to do so within my Business lessons. Owing to a shortage of computer facilities and laptops, there is a booking system in place at my placement school and it isn't always possible to use IT equipment within the lesson. This can make it difficult to plan and incorporate digital technology into my lessons as we sometimes don't know until the start of lesson whether we have equipment or not. This can sometimes be a challenge as I am required to prepare alternative work in case. However, when this does happen, I encourage learners to do their homework by using digital methods instead. For those that are unable to access computers or laptops at home, there is a homework club every lunchtime in the IT suite.

Select resources that build on previous knowledge and experience and engage interest.

I endeavour to make each lesson as interesting as possible. This includes setting fun, varied tasks and using resources within the lesson that will engage learner's interest.

Example 1 is an activity that I did in my first Year 10 Business class. Having observed this class in a previous lesson, it was evident that the class were a little disengaged with the work involved in the 'Company Ownership' module. As a result, I wanted to make my lesson interesting a re-engage the learners as much as possible. At the start of the lesson, I give each pupil a £100 Monopoly note and asked them to keep it safe. I then brought out a chocolate cake and started my introduction into the theme 'Limited Companies'. I referred to the cake as my 'business' throughout the lesson and the learners appeared to comprehend the theme better as they were able to relate it to a physical object instead of a mythical business. I then proceeded to introduce shares and share prices and I asked the learners if they wished to buy a share in my business using the money provided at the start of the lesson. We ended the lesson with cake, and I had the satisfaction of knowing that the

learners had enjoyed the lesson but more importantly they had engaged and learned during the lesson also.

Example 2 is a task that I set with the same Year 10 Business class during a later lesson. During this lesson, I set a task that required the pupils to use their knowledge from the previous lesson. The pupils were required to work in pairs to discuss the factors that they need to consider when locating a new business. I asked them to imagine that they were setting up their own business and to list the factors that they would need to consider. I give the pupils a template to work on that already had images of different companies on and this made them consider different factors. This encouraged the pupils to use their entrepreneurial skills and they were really engaged in the task. Again, this required very little planning, however in hindsight, the learners required a little direction to start the task so I could have planned for a brief discussion beforehand. Nevertheless, the task met by objective and the task engaged the learners and encouraged them to use their critical thinking skills.

Example 3 is a task taken from the final lesson of the module. The learners were required to use their knowledge and experience from the previous week and work in groups to identify the most suitable location to set up different businesses. Each group was given a map and a list of businesses and they were required to use the map to identify the most suitable location for each business. This was an effective task and it encouraged debate within the groups. It was an effective way of allowing them to build on the knowledge and expertise gained throughout the unit. I provided all resources but there was little work for me to do to prepare the resources.

Recommendations for further development

As previously stated, I am happy with my progress to date but there is still a great deal of things that I can do to improve my future practice.

Coe et al (2014) states that the quality of the teacher's instruction (including questioning) is fundamental in achieving positive learner outcomes. Myself and my mentor recognise that the standard of my questioning has significantly improved during my PTE1, however, I realise that there is still area for improvement. At present, I still evade from asking shy pupils to answer questions in the classroom, and I tend to ask the confident learners more often. During my second phase of teaching experience, I intend on introducing lollypop sticks and a random name generator as a method of randomly selecting learners to answer questions. These new methods will be a fairer system of questioning within my lessons. I also intend on providing students with model answers and examples as I feel that this will assist them when completing written examination tasks.

Teacher observations can also be a beneficial development tool for teachers as it allows them to share best practice with their peers (Coe et al, 2014). This is another method that I intend on introducing in the second phase of my teaching experience. I hope to observe fellow teachers and student teachers in order to assist with my own reflection and evaluation and to also improve my own practice and share ideas.

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