

Overview

Sunday, January 5, 2020 1:27 PM

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.

Student Name: Lydia Williams

Student Number: 1903687

Pathway: Secondary PGCE (Business)

Link to OneNote Assignment: https://uowtsd-my.sharepoint.com/:o:/g/personal/1903687_student_uwtsd_ac_uk/Epy_EccgSDNPtSjw08R0XTkBzY7dudPqQnRyfcggFzbxzg?e=zeFycV

'Good Teaching and Learning Means Employing Assessment for Learning Principles'

Sunday, January 5, 2020 1:28 PM

First Evidence: Feedback given to a pupil by myself on Moodle.

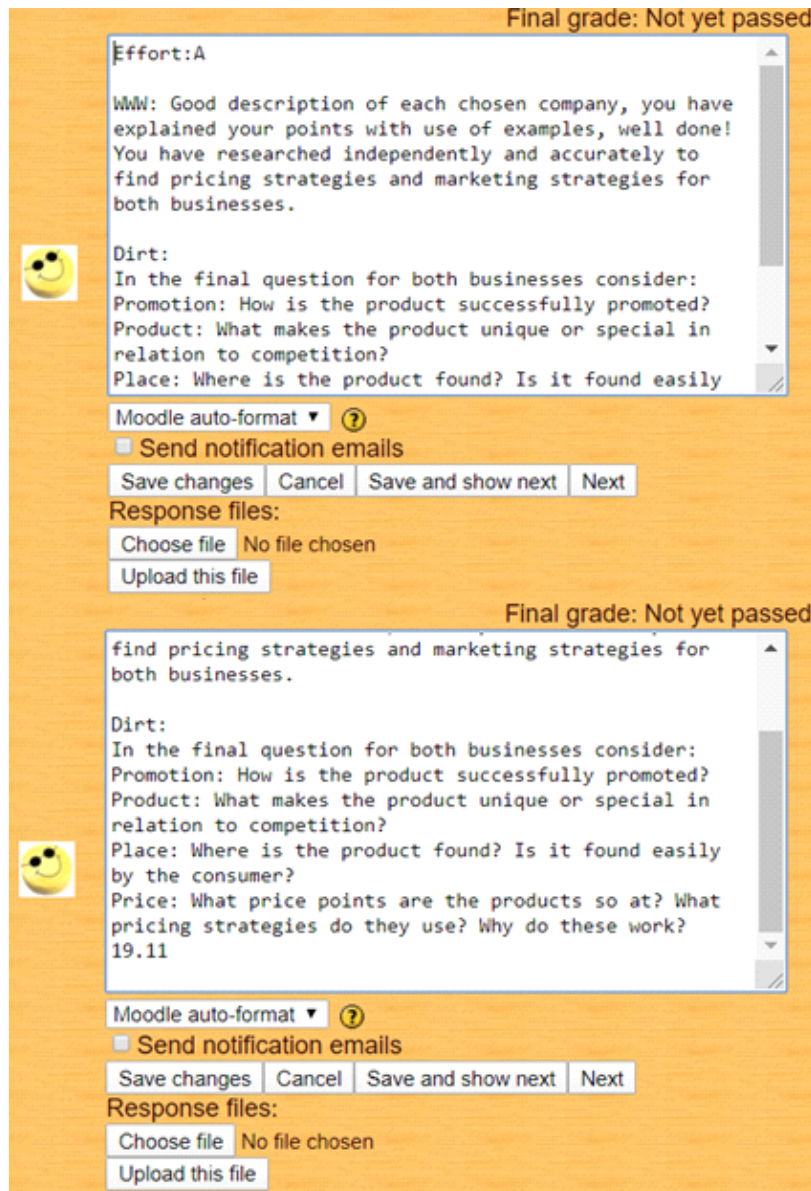
Second Evidence: Lesson resource, Business Bingo activity.

Third Evidence: Relevant section of a lesson reflection.

First Evidence and Annotation

Sunday, January 5, 2020

1:49 PM



The image displays two screenshots of a Moodle assessment interface, showing feedback for a student. The top screenshot shows a student's response with a grade of 'A' and a 'Final grade: Not yet passed' status. The bottom screenshot shows the same student's response with a grade of '19.11' and a 'Final grade: Not yet passed' status. Both screenshots show a 'Dirt' section with feedback questions and a 'Response files' section with a 'Choose file' button and 'No file chosen' status.

Final grade: Not yet passed

Effort: A

WM: Good description of each chosen company, you have explained your points with use of examples, well done! You have researched independently and accurately to find pricing strategies and marketing strategies for both businesses.

Dirt:

In the final question for both businesses consider:

Promotion: How is the product successfully promoted?

Product: What makes the product unique or special in relation to competition?

Place: Where is the product found? Is it found easily

Moodle auto-format ?

☐ Send notification emails

Save changes Cancel Save and show next Next

Response files:

Choose file No file chosen

Upload this file

Final grade: Not yet passed

find pricing strategies and marketing strategies for both businesses.

Dirt:

In the final question for both businesses consider:

Promotion: How is the product successfully promoted?

Product: What makes the product unique or special in relation to competition?

Place: Where is the product found? Is it found easily by the consumer?

Price: What price points are the products so at? What pricing strategies do they use? Why do these work?

19.11

Moodle auto-format ?

☐ Send notification emails

Save changes Cancel Save and show next Next

Response files:

Choose file No file chosen

Upload this file

One piece of evidence that displays my use of applying affective Assessment for Learning principles is a piece of marked pupil work. This was marked online as the subject is BTEC Business, whereby pupils complete all work on computers. One vital skill any teacher must possess is the ability to help pupils build upon their existing skills and knowledge, thus providing honest and useful feedback is a vital component. When marking I have undertaken the 'What Went Well' and 'Even Better If' approach. This approach provides useful and positive feedback which aims to motivate the pupil and as a result, enables them to notice that I have acknowledged the "emotional impact" (The Assessment Reform Group, 2002) my feedback can have. Also demonstrating that I am a form of support for them. With regards to my 'Even Better If' feedback, I have called it 'D.I.R.T' this stands for; 'Directed Improvement and Reflection Time'. This resource was suggested for me to implement into my feedback by the class teacher. This is where I will provide constructive feedback and give the pupil specifics to improve on, as you can see from my evidence provided. In providing each individual pupil with differentiated feedback, I am able to facilitate more effectively when in the classroom as I will know which target each pupil is aiming to achieve. Constructive and meaningful feedback is vital when applying effective Assessment for Learning strategies, whether this be verbal or written as demonstrating a sound subject knowledge and high expectations of pupils will "enhance skill and capability" (James and Pollard, 2012).

Second Evidence and Annotation

Sunday, January 5, 2020 1:50 PM



'A business plan is a document that will outline the business aims, objectives and strategies for achieving them'	'I remain the same regardless of sales'	
	'A business plan is simply my business idea and will usually be one page long'	'I change depending on the volume of sales'

Questions

- 1) Circle the box that finishes this sentence 'I am a fixed cost because...'
- 2) Write down an example of a fixed cost specific to your business
- 3) Circle the box that is describing a business plan incorrectly
- 4) Write down an example of one raw material cost your business will have
- 5) Circle the box that finishes this sentence 'I am a variable cost because...'
- 6) Circle the box that is an example of something that can be either a fixed or variable cost
- 7) Circle the box that is describing a business plan correctly
- 8) Write down an example of a variable cost specific to your business
- 9) What is the formula for total costs?

Another piece of evidence that displays my use of effective Assessment for Learning strategy is the above lesson resource, '*Business Bingo*' created by myself for a year 10 BTEC Business lesson. The pupils were given this activity to complete after a costings lesson. I had incorporated questions and statements regarding business plans, as the definition of a business plan was a common misconception with many pupils during the previous lesson. This incorporation alone demonstrates my awareness that pupil progression should always be the focal point.

Black and Wiliam talk about the importance of formative assessment in their book '*Inside The Black Box*' (Black and Wiliam, 1998, p2:3). The book discusses how formative assessment can be effective for both higher or lower ability pupils, they arrived at this conclusion after conducting research. Producing formative assessments' that will be useful to all pupils of all abilities is vital in Business, as I will always have a mixed ability class. Formative assessment is the teacher using informal assessment methods throughout the academic year with pupils, for pupils (Heritage, 2010, p7:8). '*Business Bingo*' is a prime example of a formative method to assess pupil knowledge. This will enable myself to form a partnership with the pupils and ensure that both parties are '*on the same page*' before moving on to another topic (Heritage, 2010: P7-8). Heritage also makes reference to Black and Wiliam's findings on the effectiveness of formative assessment. Black, Wiliam and Heritage all arrive at the same conclusion, that the use of formative assessment shows a significant improvement in pupil knowledge and progression (Black and Wiliam 1998: P2, Heritage, 2019: P7). Therefore, I will continue to use numerous methods of formative assessment throughout my teaching career, in order to be as effective to pupils as I possibly can.

Third Evidence and Annotation

Sunday, January 5, 2020 1:50 PM

Personal Targets (Linked to QTS and identified in weekly review)

- Adapt teaching to respond to strengths and needs of pupils: I had planned to meet this target by letting pupils who had already started with P2 and P3 task sheets, get on with this independently. To provide scaffolding I also let all pupils listen to my direct teaching when talking through my created examples of P2 and P3 task sheets. I then adapted my plans for the first hour by letting pupils complete the previous task sheet, P1. They were set the target to finish and submit this to Moodle by the end of the hour so that everybody could be working on P2 / P3 in the second hour.
- Manage behaviour to ensure a good and safe learning environment: This target is important with this specific year 10 class as both myself and the class teacher find them to be a challenge. 'On call' was needed for one pupil who was not responding to anybody and detentions were suggested to pupils who did not stay on task. This enabled pupils who were on task to not be distracted. Behaviour and achievement points were given to some pupils as a form of motivation.

My third piece of evidence towards demonstrating a sound use of Assessment for Learning is the relevant part to one of my lesson reflections. I believe the only way to improve is to reflect upon events. Schon introduced the importance of reflective practice in teaching and believed that it should be at the forefront of "professional knowledge and learning" (Schon, 1983). Carlgren, Handal and Vaage, agreed with Schon's views regarding the importance of reflective practice in teaching (Carlgren, Handal and Vaage, 1994, p10), stating that although different teachers may have different motivations for reflecting, nonetheless reflective practice equals improvement. In using part of my reflection to decide what I will do differently next time, for example; make achievement points a focal point of the lesson in order to build positive relationships with pupils and motivate them. This shows that I am aware that Assessment for Learning is central to classroom practice and that I am also undertaking "effective planning" (Assessment Reform Group, 2002).

'Good Teaching and Learning Regularly Reinforces Cross-Curriculum Responsibilities Including, Literacy, Numeracy and Digital Competence, and Provides Opportunities To Practice Them'

Sunday, January 5, 2020 1:41 PM

First Evidence: Relevant section of a lesson plan template.

Second Evidence: Lesson resource, relevant parts of a 20Q activity.

Third Evidence: Pupil work.

First Evidence and Annotation

Sunday, January 5, 2020

1:52 PM

Meaningful links to: Cross Curricular Responsibilities	- Digital Competency: Pupils will be researching intangible and tangible products to purchase in order to start up their business, this will improve pupil knowledge of how to carry out research and what websites are safe to purchase from / more efficient. - Numeracy: Pupils will need to learn the sum for total costs, understand how profit works and calculate how much they will be spending per item and overall to start their business. - Literacy: Pupils will be required to use and show understanding of business specific terminology. Along with building on their existing knowledge of what an acceptable level of English is with their grammar and syntax.
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I have provided a lesson plan template which demonstrates one year 10 BTEC Business lesson, planned by myself. All cross-curricular responsibilities were included in this lesson, where relevant. All three aspects have been incorporated in such a way, that enables pupils to further these skills in different contexts. This will eventually help prepare them for later life. For example; learning how to calculate net profit and gross profit is a skill that can be applied to everyday life when managing money, this is as part of Maths that pupils would not have the opportunity to learn in a Maths lesson. With regards to literacy, pupils will be presented with the opportunity to develop their vocabulary as they will be learning subject specific keywords along with the definitions such as; fixed costs and variable costs. For digital competency pupils will be required to build upon an existing digital skill – researching online. They will be given the opportunity to carry out research but also distinguish which websites are legitimate and which websites are not. They will eventually decide and justify why they have chosen to purchase the items that they have, for their chosen business. It is this incorporation of numeracy, literacy and digital competence that Donaldson strives to achieve with the curriculum reform (Donaldson, 2015).

Second Evidence and Annotation

Sunday, January 5, 2020 1:52 PM

**What does
'breakeven'
mean?**



**What is the
difference
between profit
and cashflow?**



**What is the
formula for
total costs?**

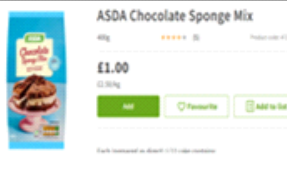


My plenary of '20Q' provides a sound opportunity for pupils to exercise cross-curricular responsibilities. Maths is highly prominent in my evidence below as it requires pupils to recite a specific calculation, as well as define select business terms that relate to the finance aspect of business, for example; breakeven. Pupils are expected to develop their literal skills through verbal feedback. I had used direct questioning in order to provide pupils with the opportunity to explain their answers in more depth. This will ultimately improve their verbal

communication skills. The use of questioning and scaffolding in this process did prove to be highly beneficial to the pupils as through “cooperative learning” (Jolliffe, 2007), they were able to positively interact with one another whilst remaining on task. Digital competency has been incorporated in order to get pupils used to innovative teaching and learning methods such as, using the interactive white board. As the curriculum is now evolving and digital measures are progressing (Cannon, 2018, p9:10), I felt it is highly important to present pupils with the opportunity to familiarise themselves with technology that is relevant and current today.

Third Evidence and Annotation

Sunday, January 5, 2020 1:52 PM

My business is a catering business /dessert booth. A catering business is a company that prepares and provides food for different types of events and a dessert booth is a table full of desserts. There will be a variety of foods on the menu. The main focus of this business I wish to do is a dessert or dessert table for events I believe that this will attract various people for many different events such as weddings and proms. I will be doing this business ~~from my house~~ to reduce any additional costings  Inspiration		Evidence	
	calculations (if needed) per dessert table		
Dessert cups	I will need dessert cups for my dessert booth in events. I will need to have at least 200 cups per <u>event</u> but this may vary depending on the size of the event and the amount of people attending $250 \text{ cups} = 0.99 \times 5 = \text{£}4.95$		
Plastic spoons	I would need plastic spoons so that people can eat their desserts. There will need to be more spoons compared to cups as the spoons break easily $300 \text{ spoons} = 0.72 \times 3 = \text{£}2.16$		
Cake mix	I would need to use a cake mix in order to save time and money. I will not need as many cake boxes as the dessert cups will be filled with other items 120 servings of cakes would be= $\text{£}1 \times 10 = \text{£}10$ And an additional 2 to make as a centrepiece and decorate = $\text{£}2$		
Icing ingredients	1200g icing sugar = $0.83 \times 3 = \text{£}2.49$ 600g butter= $\text{£}2.79 + \text{£}1.49 = \text{£}4.28$ Vanilla- already owned		

The above piece of evidence displays the incorporation of cross-curricular responsibility into a pupil's work. Digital Competency has been used as the pupil has had to exercise their research and data handling skills, coming into contact with websites that their chosen business would potentially use. This level of research will leave the pupil equipped with the confidence to conduct research, if required to in their professional life. Wilson and Murdoch talk about the importance of thinking in their book '*Helping Your Pupils to Think for Themselves*'. I am enabling my pupils to develop their critical thinking skills as well as independent thinking skills. This will prepare them for later life where they will have to think critically and independently in numerous situations (Wilson and Murdoch, 2006, p1:5). A subsequent standard of maths has been used, for example; taking the individual price of item 'X', working out how many units of item 'X' would be required and finally, working out the total cost for item 'X'. Once the pupil has completed this, they will have a chance to evaluate the items they have chosen and potentially reconsider. Literacy has been used mostly through the pupils reading whilst carrying out their product research. I found this to be valuable to all pupils as a high level of reading will always possess the possibility for pupils to further their knowledge.

'Good Teaching and Learning Sets Tasks and Selects Resources That Build On Previous Knowledge and Experience and Engage Interest'

Sunday, January 5, 2020 1:43 PM

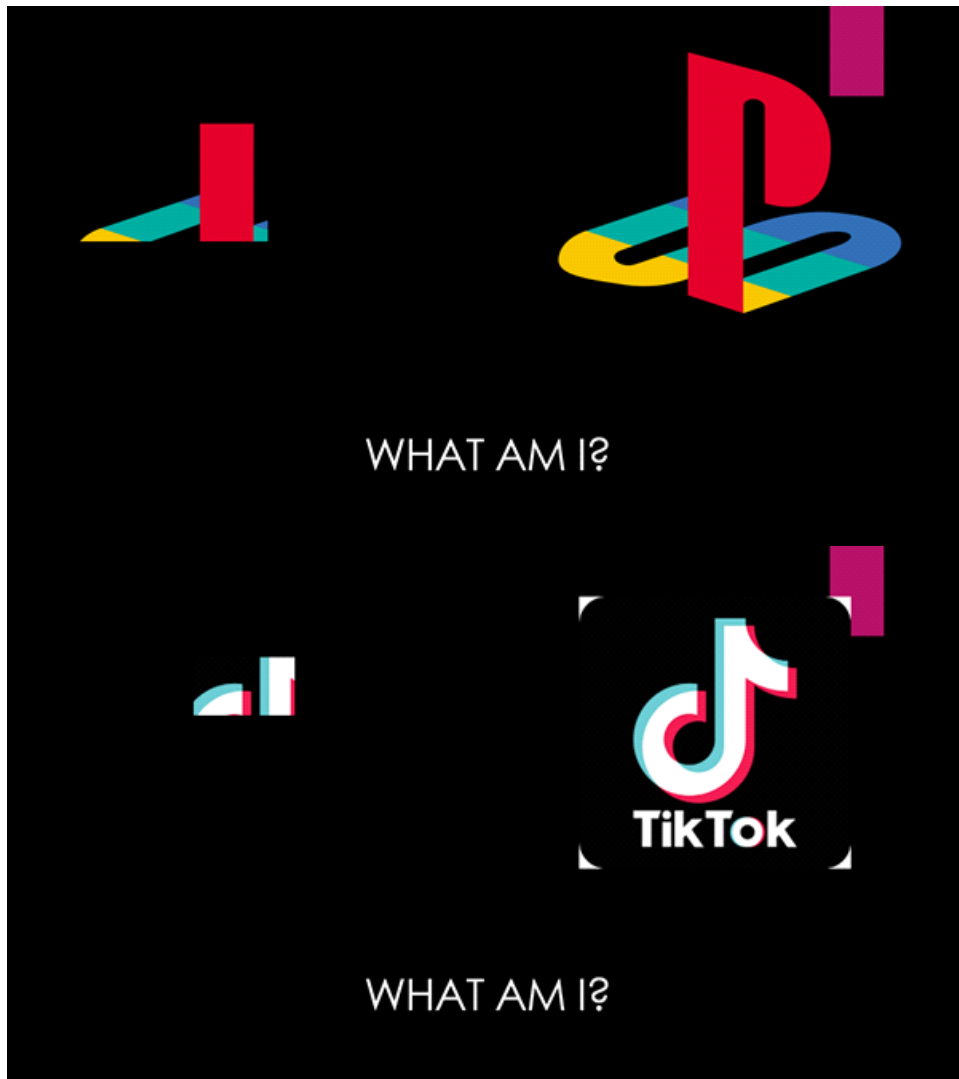
First Evidence: Lesson resource, branding activity.

Second Evidence: Lesson resource, Power Point slide.

Third Evidence: Relevant section from a lesson plan template along with a Power Point slide used.

First Evidence and Annotation

Sunday, January 5, 2020 1:53 PM



My branding starter activity enabled pupils to build on previous knowledge and experience about business success by being questioned per company. It engaged their interest because the activity was relevant to them, companies were included that pupils were familiar with and were relevant to them. The pupils are currently creating a business plan based off their own business start-up idea. In order to make this starter relevant to that, I had scripted the questions that I was going to ask pupils throughout. My reason being for this is so that I can positively challenge pupils and stretch their knowledge. Fusco imperatively states that “questions are meant to inspire thoughtful reflection and especially important for student learning” (Fusco, 2012). I strongly believe that I have inspired thoughtful reflection in my students and I recognise the importance of questioning in relation to student learning. This presented pupils with the chance to think about these companies that they have experienced as consumers, such as ‘PlayStation’ and ‘Tik Tok’ from an entrepreneurial perspective. ‘PlayStation’ manages to remain relevant today because it is innovative and competitive, but how does it manage to remain innovative and competitive: what could the pupils do for their business to achieve this level of success and so on. Thus, this starter allowed pupils to think about what they are currently learning in class, whilst also engaging their interest in the subject area and stimulating their enthusiasm.

Second Evidence and Annotation

Sunday, January 5, 2020 1:53 PM

Profit & Cashflow

- ▶ Cashflow is the **money going into** the business **and the money going out** of the business i.e. **THE FLOW OF THE CASH – THINK OF A RIVER OF CASH FLOWING BOTH WAYS.**
- ▶ For example: If it cost me £2.50 to make a hat and I sell the hat for £10 my **GROSS PROFIT** will be £7.50 - The profit before I have paid my overhead costs.
- ▶ Once I have deducted my overhead costs such as, wages, transport costs etc. from the £7.50, the money left then will be my **NET PROFIT**
- ▶ **GROSS PROFIT** = Is the profit **before** deductions (overheads) have been taken off or paid
- ▶ **NET PROFIT** = Is the profit leftover **after** deductions (overheads) have been taken off or paid – **THINK OF THE PASTA ANALOGY**



I was aware that cashflow and profit can be a tricky concept to grasp therefore, I came up with '*The Pasta Analogy*', this included the use of imagery and compared the way profit works to how pasta is cooked. I used this method to hopefully achieve a '*spark*' in pupil understanding as it is my belief that these euphemisms and analogies usually tend to help concepts stick in pupil's brains. Upon researching I discovered "experienced classroom and building educator" (Wormeli, 2019): Rick Wormeli, whom agrees with my belief on this. Wormeli talks about how these "mini-epiphanies" (Wormeli, 2009) do often occur from analogies made in the classroom. My pasta analogy used pupils previous knowledge about how pasta is cooked to learn something new. Although not all year 10 pupils might have cooked pasta before, I explained how it is boiled in water and then poured into a sieve so that they had an understanding, when comparing it to how gross profit and net profit are calculated. Pupils were clear that gross profit is the pasta with the water in the saucepan, the overheads are the water being poured out and through the sieve (the overheads being paid) and the pasta left by itself at the end is the net profit, which the business keeps.

Pupils demonstrated a high level of enthusiasm about how they would want their employee wages or equipment to have an equal balance of great quality, but also not being too costly that it minimises their profits. Witnessing pupils appear so enthusiastic about a profit and cashflow lesson proved to me that regardless of if a pupil possess a "fixed mindset" (Dweck, 2017) they still have the ability to convert to a "growth mindset" (Dweck, 2017). Although Dweck describes a fixed mindset as being rather pessimistic and a growth mindset being rather optimistic, I am unsure that either is the ideal state of mind for a pupil. This is why as the teacher, it is vital for me to notice which pupils possess which mindset, in order to stimulate a safe and motivational environment towards my pupils.

Third Evidence and Annotation

Sunday, January 5, 2020 1:53 PM

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

- Identify what went well about the example and how it could improve!
- Go back over P1, apply your feedback from Moodle and help from the example to your work, then resubmit!
- Extension Task: Read back over your answers for P2/P3 task sheet and improve where you can!



For my third piece of evidence I have included the relevant section from a lesson plan template and the starter slide for that lesson. This lesson was a 'D.I.R.T' lesson (Dedicated Improvement and Reflection Time, as discussed previously). Pupils' demonstrated enthusiasm from the beginning of this lesson, I had key business terms on the board and pupils had to write down the matching definitions. I then questioned them. This also built upon previous knowledge as all terms were terms that pupils had been taught in previous lessons, this enabled me to see if pupil knowledge was progressing. Pupils were given the time to read through the feedback I had given them and apply it to their work, this impacted in pupils building upon previous knowledge, with my scaffolding and targets set on Moodle. Being mindful that this was a mixed ability class, I knew some pupils would need less time than others. In order to challenge these pupils, I added an extension task to the lesson objectives. This demonstrates that I am being mindful that my pupils have different needs, as I am beginning to implement differentiation strategies (Conklin, 2011, p19). Which, in turn minimises the number of pupils being distracting or disruptive as they will have enough work to get on with.

Critical Reflection - (Total Word Count Is 3,191 Words)

Sunday, January 5, 2020 1:45 PM

Introduction

My first PTE experience took place in a high school located in South Wales. The school's current performance and prospects to improve have been deemed as "excellent" (Estyn, 2017, p4) by Estyn inspectors. I am training to be a Business teacher and have had the opportunity to teach digital literacy as well. With business being a subject I have followed from GCSE to A Level to degree level, I am able to understand the pressures pupils are under with the content they are expected to understand. Digital literacy has enabled me to exercise my adaptability and incorporate my self-taught skill set for media, into lessons. I strongly believe these factors will contribute towards being an innovative and supportive teacher as I progress in my career.

Donaldson constructed '*Successful Futures*', the newly reformed curriculum. Four purposes were identified; "1) Ambitious, capable learners, 2) Enterprising, creative contributors, 3) Ethical, informed citizens, 4) Healthy, confident individuals" (Donaldson, 2015). For pupils to achieve all purposes, teachers would need to incorporate twelve specific pedagogical principles into their teaching. It is vital that teachers understand and demonstrate that pupils are central to the classroom and their progress is of the utmost importance.

This assignment will focus on three of the twelve pedagogical principles, demonstrate evidence as well as analysis of how I have incorporated these three pedagogical principles into my teaching so far. The pedagogical principles of focus 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" (Donaldson, 2015).

Discussion of Literature on Effective Teaching and Learning with regards to 'Good Teaching and Learning Means Employing Assessment For Learning Principles'

Assessment for Learning is a formative way of assessing where pupils currently are, where they need to be and as the teacher, recognising how they are going to get to where they need to be (Welsh Assembly Government, 2010, p3). In my opinion, Assessment for Learning principles are vital in pupils making progress. If progress was not checked throughout, there would be no way of telling if the teaching is effective and if the pupils are making progress. Black and Wiliam make a valuable point in their article '*Classroom Assessment and Pedagogy*', by suggesting that in order to make formative learning effective, teachers must value all contributions and interactions presented by pupils, whilst remaining on task (Black and Wiliam, 2018, p559). I appreciate that in order to constantly implement this whilst remaining on task and working towards the end goal, would take a lot of trial and error with numerous types of formative assessment for different classes. That being said, I do agree with Black and Wiliam that reacting in a positive manor towards pupils who are making an effort to further their learning, will contribute towards the success of formative assessment. This is defiantly an attitude I have brought to my PTE and will continue to uphold throughout my teaching career. It is a target of mine to develop strategies that encourage pupils to get involved who may not be as forthcoming as others.

I believe I have utilised methods that employ a sound use of Assessment for Learning principles, for example; my marking of a pupil's work demonstrates that I am recognising where the pupil is and what they are doing well at the moment. I have also guided them on what they need to do in order to improve and produce a '*pass*' or improved standard of work. Making a conscious effort for my written individual feedback to be beneficial to all pupils, I have been specific when providing both positive and constructive comments. My lesson activity '*Business Bingo*' is a formative method to assess the pupil's current knowledge and will highlight any common misconceptions that I may need to spend more time on with the class. '*Business Bingo*' did exactly that, as I had strategically included one correct and one

incorrect definition of a business plan, as pupils were previously unsure of this definition. 'Business Bingo' highlighted to me that the majority of pupils now understand what a business plan is, and I knew which few I needed to explain this definition to in more detail. This became apparent to me when going through the answers for 'Business Bingo'.

McGregor and Cartwright discuss the importance of reflective practice for the trainee teacher in their book *'Developing Reflective Practice: A Guide for Beginning Teachers'*. This book has been very helpful to me on my first PTE and enabled me to understand just how useful undertaking reflective practice is and that it must not be underestimated. Although my lesson reflection is not actively employing Assessment for Learning principles with the pupils, it shows I am aware that pupils are central to the classroom. In order for me to be an effective teacher to them, I must reflect on my own performance and assess where I can improve so that I am most effective to the pupils, for the pupils (McGregor and Cartwright, 2011, p1:2). Upon reflection of my teaching and events that have taken place in the classroom so far, be that positive or negative, will enable me to improve as a teacher and develop my strategies going forward. This demonstrates that effective teaching and learning is consistent with my practice.

Each piece of evidence for this principal can be regarded as a method for employing Assessment for Learning principles. The reason being for this is that I have enabled pupils to build on their knowledge and know where each pupil is at with regards to their progress. I have physically witnessed pupils making progress as a result of employing these strategies. This alone is beginning to show me just how effective and important Assessment for Learning principles are in achieving great and effective teaching and learning.

Discussion of Literature on Effective Teaching and Learning with regards to 'good teaching and learning regularly reinforces cross-curriculum responsibilities including, literacy, numeracy and digital competence and provides opportunities to practice them'

Donaldson acknowledges that literacy and numeracy have always been a focal point when it comes to cross-curricular responsibility and achieving great teaching and learning. He also brings to light that digital competency is now just as important to young people today. It is these three cross-curricular elements that young people need to build upon today in order to conduct themselves in their adult life (Donaldson, 2015, p39:40). There is no doubt that in today's society, possessing skills in digital competency is just as useful as possessing skills in literacy and numeracy. Savage would also mention that in order for these three areas to be instilled into pupils today, the teacher themselves must possess a subsequent knowledge of all three cross-curricular areas (Savage, 2011, p8:9). In doing this, the pupils will be able to build upon their existing knowledge and develop it into a more specialised knowledge, specific to each subject. In my case this would be incorporating literacy, numeracy and digital competence, where relevant in the subject of Business.

My evidence shows clear incorporation and provides opportunity for pupils to practice and build upon their literacy, numeracy and digital competency skills. For example; the relevant part of one of my lesson reflection talks through how and why each cross-curricular element has been incorporated into that specific lesson. I am very aware that these must occur without being forced and feel that all three naturally presented themselves in the lesson evidenced. Pupils were developing their digital competency skills as they were given the opportunity to develop their 'desk research' skills. 'Desk research' is more professionally known as 'secondary research' and consists of a person gathering quantitative or qualitative data that already exists (Gofton and Ness, 1997, p74). Literacy and numeracy were highly subject specific in this lesson, as shown in my evidence, which I believe demonstrates that these skills are being progressed. Pupils need to understand the basics of literacy and numeracy in order to adapt to subject specific literacy and numeracy, which my year 10 business class did. My lesson resource in which a game of '20Q' was evidenced, specific questions were asked that were central to business numeracy, such as the calculation for total costs which enabled pupils to build upon their existing numeracy skills. This could possibly develop a "growth mindset" (Dweck, 2017), (please see tab 4 for further information on Dweck). Where Maths is concerned for some pupils as, they might feel if they can be

successful in Business Maths, they can be successful in any Maths.

Nonetheless, pupils were still building upon their verbal literacy skills through my use of questioning per answer. Pupils were also developing their digital competency skills as they were required to use the interactive white board for this game, as mentioned in tab 3. Enabling pupils to become familiar with all kinds of technology will only benefit them. My evidence of a pupil's work demonstrated effective teaching and learning as, the pupil had successfully incorporated all three cross-curricular responsibilities into their piece of work. It is likely that this pupil will have been "conditioned" (Pavlov, 2003, p1:5) into knowing what an acceptable level of literacy is for a year 10 piece of work. The numeracy and digital competency were very much subject specific in this instance, thus demonstrating that the pupil has built upon their previous numeracy and digital competency skills.

The term '*conditioned*' was first introduced by physiologist, Ivan Pavlov in "the early 1900s" (Shrestha, 2017). "Classical conditioning" (McLeod, 2018) meaning a procedure that involves a stimulus to provoke a conditioned response, as the unconditioned response might not always be the desired response (Neese, 2020, p1, McLeod, 2018, p1, Pavlov, 2003, p1:5). For example; a mainstream secondary school pupil knows their work will be of a higher standard and achieve higher marks, if they write in full sentences and include subject specific terminology. This is likely to be due to the fact that they have been conditioned in the educational system to think this way. Had they not been conditioned to know what is expected of them, pupils may not write in full sentences and include subject specific terminology in their work. In contrast to this, a humanist would disagree that humans can be conditioned like an animal can (Bushnell, 1996, p5:7).

Discussion of Literature on Effective Teaching and Learning with regards to 'good teaching and learning sets tasks and select resources that build on previous knowledge and experience and engage interest'

Building upon previous knowledge and experience is central to learning, in my opinion. Upon reading about this view, I discovered '*Learning Theory – A Constructivist Approach*', this article stressed the importance of building on past and current experiences in order to develop one's own understanding (Lamon, 2020, p1). A behaviourist or humanist would challenge this approach due to differing beliefs. When relaying this back to the pedagogical principal at hand, it is true that we, as humans compare and contrast our experiences and past knowledge when developing our understanding of anything new. Thus, when introducing any new concepts to pupils I have used this belief to my advantage whilst attempting to stimulate engagement, through using resources and content that is relevant to them.

For example; my lesson resource that was based around branding, stimulated pupil's previous knowledge and experience about the brands that were included, in order to distinguish links from these brands to what they were learning about in class. Incorporating brands that were relevant to pupils, into an interactive activity enabled pupils to be engaged. Spotting brands that they knew and liked; I could see sparked an interest for them. When teaching pupils about profit and cashflow, I created my own analogy about pasta. I was aware that this was a slightly obscure angle to tackle profit and cashflow from but nonetheless, it worked in my favour as pupils were actively listening and engaging. Pasta is a food that pupils were familiar with, this is why I provided them with the opportunity to compare the way pasta is cooked to how net profit and gross profit are calculated. The same approach was taken with cashflow only this used the example of a river flowing different in different directions, for example; cash flowing into the business and cash flowing out of the business. You could argue that this incorporated a cross-curricular responsibility relating to geography. I do believe that my innovative analogies here enabled me to achieve great teaching but also great learning on behalf of the pupils. This proves how being an innovative teacher, without a doubt contributes towards great teaching and learning (Northwest Missouri State University, 2018, p1).

My final piece of evidence for this principal was the relevant part of a lesson reflection, the lesson at hand focused on pupils addressing the feedback I had given them and applying it

to their work. The whole premise of this lesson was centred around the pedagogical principle at hand, as pupils were improving on work they had produced previously, meaning that they are building and expanding upon previous knowledge. Although this was with the help of a more knowledgeable other, they were producing the work individually. I would not be employing great teaching if I did not provide pupils with feedback. The definition starter brought a wave of enthusiasm from pupils, I could see this was because they wanted to show that they knew the subject specific terminology from previous lessons. As a student teacher, this enthusiasm demonstrated to me that this specific class respond positively to interactive starters and plenaries. Making them something I will defiantly reflect upon and make a conscious effort to implement in my future planning for this class.

Allison, Tharby and Lemov introduce '*six principles to support great teaching and learning*' these principles entertain the notion that "Without practice learning will be patchy and insecure" (Allison, Tharby and Lemov, 2015). As this book discusses strategies to adopt for excellent teaching, it is without a doubt that repetition is a pinnacle point for successful learning. As a student teacher I am highly keen to engage and motivate pupils, but I also understand the importance of building upon previous knowledge and using previous knowledge to develop new knowledge. My evidence presented and discussed is a sound attempt to justify my inclusion of the pedagogical principal at hand.

Conclusions of Progress for Each Principal Discussed

For the principal, '*good teaching and learning means employing assessment for learning principles*', I had acknowledged earlier on that remaining on task whilst attempting to entertain each pupil's contribution towards a lesson would be a challenge (Black and Wiliam, 2018: P559). However, I am naturally a positive body in the classroom and in my own life, therefore constructively welcoming all responses is not a struggle for me. Ensuring all pupils are on task is currently a struggle as I am juggling familiarising myself with my placement school's behaviour plan, whilst finding my own behaviour management style. Subsequent to this, I am finding it helpful to always keep in mind the pupil at hand. For example; if my planned strategy for Assessment for Learning is not going to plan one lesson, this is when my reflective practice would enable me to re-strategize specific to a pupil or pupils (McGregor and Cartwright, 2011: P1-2). In conclusion to Assessment for Learning principals and strategies I do feel that I have made prominent progress throughout my PTE so far, my awareness of the importance of Assessment for Learning strategies has developed and my implication of Assessment for Learning strategies is present.

With regards to '*Good teaching and learning regularly reinforces cross-curriculum responsibilities, including, literacy, numeracy and digital competence and provides opportunities to practice them*'. I thoroughly understand the importance of incorporating each of these responsibilities into my lessons however it is proving difficult, on occasion, to incorporate these in such a way whereby they are developing the pupils' knowledge rather than simply utilising the pupils' existing knowledge. I have set myself targets going forward that I will make a conscious effort to provide pupils with the opportunity to further their knowledge in these three areas, in lessons in which they are relevant. I am also aware when teaching in Wales, the importance of incorporating incidental Welsh phrases into my lessons, a target I have set for myself. Especially as '*Successful Futures*' (as mentioned earlier on) strives to mould "healthy, confident individuals" (Donaldson, 2015) across Wales. Feeling confident about the Welsh language would contribute towards this. ultimately, as outlined in '*Successful Futures*', it is important to recognise that there is more to literacy than writing, more to numeracy than addition and subtraction and more to digital competency than using the internet (Donaldson, 2015, p40:41). All of which, I have been putting into practice and I believe I have provided strong examples of how this has reflected in my teaching.

Lastly, '*Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest*'. My biggest challenge to date with incorporating this principle has been, that I am getting to know the pupils and their interests at the same time as attempting to incorporate the principle. As expected, this has proved to present a '*trial and error*' scenario on numerous occasions, when introducing lesson resources. Undoubtedly, this '*trial and error*' period has enabled me to undertake effective reflective practice, enabling me to begin to develop my own teaching style along with

building relationships with the pupils. For example; my one business class responds best when they are active, I can speculate whether or not this has something to do with the demographic of my class being heavily male dominated. Scientific studies show how the “basil ganglia” (Gurian, 2011), a part of the brain that “controls movement and sequences” (Gurian, 2011) reacts quicker in male brains than female (Gurian, 2011, p20), acknowledging that this view point would have many criticisms and does not assume learners fall into specific categories. At length, my *‘trial and error’* period has proved to be most helpful in my development as a student teacher and therefore I will not *‘dread’* any future *‘trial and error’* periods. Building relationships with the pupils has without a doubt enabled me to select resources that engage interest whilst building upon previous knowledge.

Recommendations for Further Development

Acknowledging that it is currently a difficult time to be a trainee teacher due to the obstacles that come with a changing curriculum, it is important that I am familiar with all aspects of *‘Successful Futures’* and let this, along with the help of my mentors shape and mould me into a great teacher. The point of my PTE is to do just that. It is also important that I research criticisms of theories, in order to develop my own theories when in the classroom. Putting theory into practice is one recommendation for myself that I will take forwards, for example; differentiation in the classroom I can study until I am sick, but unless I trial different methods to achieve this, I will not conquer what method works best for what class. I have plans in place to meet with a member of the behaviour support team in my current placement school, the purpose of this is to help me develop sound behaviour management strategies going forwards. Another recommendation is devising and implementing innovative activities in lessons for my pupils to learn. For example; during my last week in my current placement school I would like to arrange a blind taste test lesson for the pupils. I feel this would be a fun and active lesson, yet the lesson would then relate back to branding. On my PTE2 I would like to meet with the school’s ALNco, as ALN is an area of high interest for me when it comes to my future career. Ultimately, I am aware I have a lot more to learn on my journey to becoming a great teacher, that being said I can confidently say that I am on track and are taking on board all the advice, help and theory that I can.

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Sunday, January 5, 2020 1:45 PM

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