

Overview

Thursday, January 2, 2020 11:08 AM

Angharad Bowen

Student number: 1902010

PGCE (Primary)

Module ECAD6008 Professional and Pedagogic Studies: Leading the Learning: what, how and why am I teaching?

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

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 creates authentic contexts for learning.

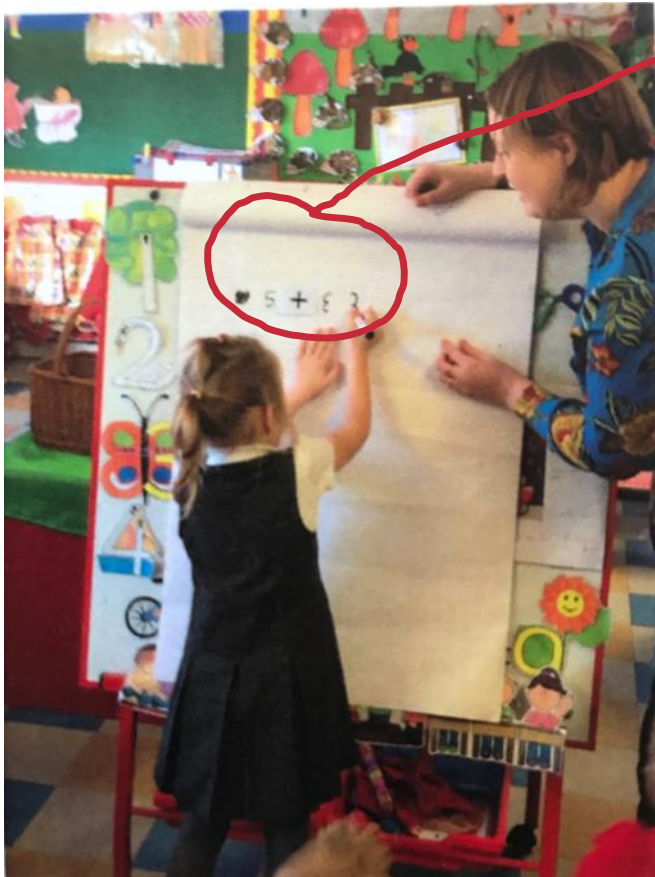
https://uowtsd-my.sharepoint.com/:o:/g/personal/1902010_student_uowtsd_ac_uk/EhKZn7VvDvpCjZmMODBYtwkBoFraB984ld5O0RxuHuz3Ng?e=GjLvrO

	Targets from previous assignment feedback	What I've done in this assignment to achieve these targets
Target 1	Sicrhau nad oes gor-ddefnydd o ddyfyniadau o fewn yr aseiniad. Mae esbonio a thrafod llenyddiaeth yn eich geiriau eich hun yn amlygu dealltwriaeth lawnach.	There are fewer quotations in this assignment as I have explained the content in my own words.
Target 2	Er mwyn datblygu sgiliau gwybyddol a deallusol, dylid ymdrechu i amlygu safbwyntiau tebyg neu wahanol o fewn y gwaith dallen, gan fynd ati i gyd-bwyso'r drafodaeth. Un ffordd o wneud hyn fyddai wrth drafod manteision a chyfyngiadau gwahanol ddulliau neu strategaethau.	There are a greater number of perspectives as well as including my own opinions as point of debate.

Assessment For Learning

Monday, December 30, 2019 2:55 PM

Good teaching and learning means employing assessment for learning principles.

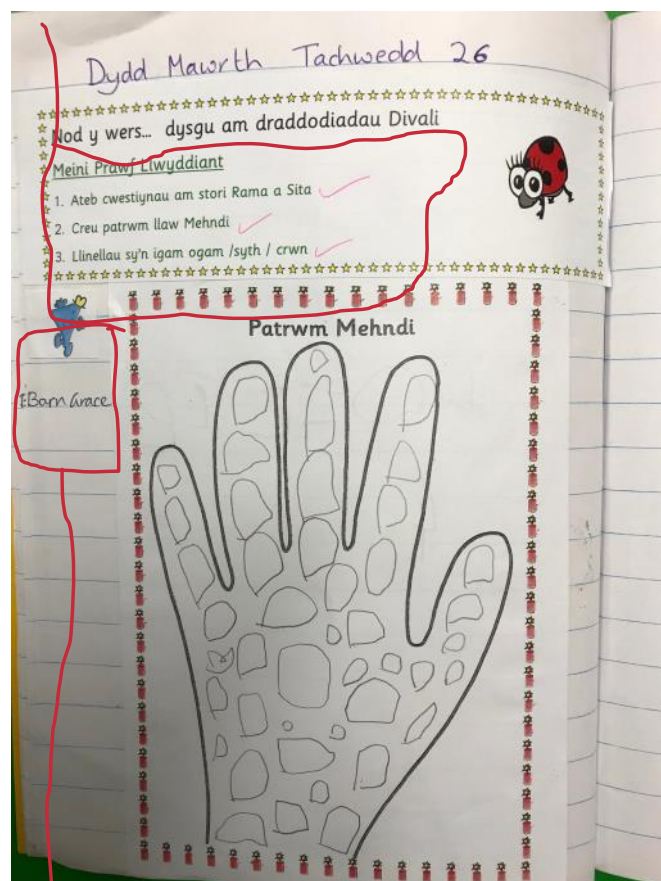


Here we see the player correcting her own work following a peer-assessment and the students offering Suggestions on how to correct it.

The image above is of a classroom mathematics lesson, thirty pupils engaging in adding two numbers up to the value of ten. The previous math sessions had included adding two numbers generated by the teacher. I set out to add the element of chance and therefore turning it into a game. As Cowley (2010, p24) suggests the first meeting is important but can be challenging as the students will often test a new teachers' tolerance, I decided that turning the task into a game would be a good way of introducing my teaching style which is energetic. 'Players' were chosen by lollipop stick selection for fairness and the individual child was then asked to roll a large dice to generate our first number. The number six had been replaced by the number four to ensure we were only adding up to ten. In terms of assessment for this task it began with self-assessment, once the dice was rolled, the player then informed me which number the dice produced. This was followed up with a self-assessment through counting the dots on the dice through pointing and counting out loud. The player then announced to the group which number had been produced, this was done using a set sentence structure for language continuity and cross curricular purposes. The player then wrote the number on the board, this brought our second level of assessment which was peer-assessment. The class were asked if the number was written correctly. What we see above is the number three being written in reverse. The class responded with "no". I then followed with a question of "how can we show them how it is written correctly, what tools do we have?" At the beginning of each math session a metre stick containing the numbers 0-10 is used for class participation of number recognition. One student said that the player could use the number stick. Having checked the number three on the number stick, the player then proceeded to correct her own work as shown above. I repeated the question "is this number correct?" And the class responded with "yes" and applause. The player was happy with this response as it signalled that she had done something right. I felt it important that we recognise that correcting our work is the right thing to do. I asked the class several times throughout the lesson to indicate if something is correct or incorrect, I also use my purposeful mistakes to allow the class to correct me without prompting. I have printed addition and equal signs to complete the pattern of the sum and I would place these incorrectly and verbally move on to the next section, it was never more than a few seconds before the class were correcting me. I would then ask them to explain what I should have done.

One thing I would alter in future is the number of students able to participate, there were some children who felt put out that they were not selected as a player, and despite it being a fair selection the voice of the pupil should be considered. Perhaps a division in tasks would suffice, one student rolls the dice and counts, whilst another student writes the number on the board for example. The use of this game as a focus task in the theme areas would also give more opportunity for wider involvement.

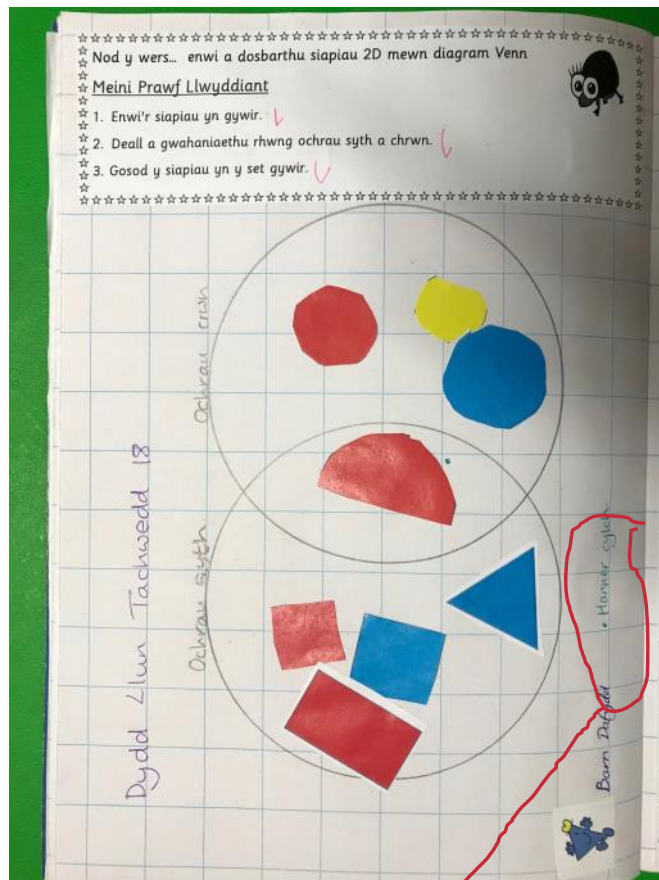
Here we see the self-assessment section. Each section is ticked in pink if achieved and green if it requires amending or more attention next time.



Here we see the opinion of another student of this work. A blue sticker to indicate that they have done their best efforts.

The above image shows a self-assessment and a peer-assessment for a piece of language work based on a religious education lesson. The students had been learning of the rituals which take place for Diwali, a Hindu festival of lights. One of which is the use of Mehndi patterns on the hands. As a form of expression the students had the opportunity to create their own patterns having been given a series of suggested markings based on the task requirements. Following the session we returned to mark the work in groups. Time constraints inhibited the opportunity to assess directly and this saw us revisiting the work in the following days. The marking consisted of assessing the piece against three set specifications. In this case, their ability to answer basic recall questions on the story they heard about the Festival of Light, they had to create their own pattern (physical evidence) and they then had to describe the type of markings they'd used whether they be straight, rounded or zig-zag lines. Coloured pens are used to indicate whether they have achieved this goal. Pink for perfect or completed, green for improvement, a purple pen is used for any corrections the students do such as correcting numbers written incorrectly for example. I followed this format as it was what I observed as the teachers' practice

and also what was expected of me. Looking back I can see that I should have recorded details of verbal responses as a written record, this would have been valuable information for the teacher in terms of monitoring progress.



This is the use of the ~~green~~ pen to highlight what needs to be improved, in this instance the student could not remember the correct term for a semi-circle.

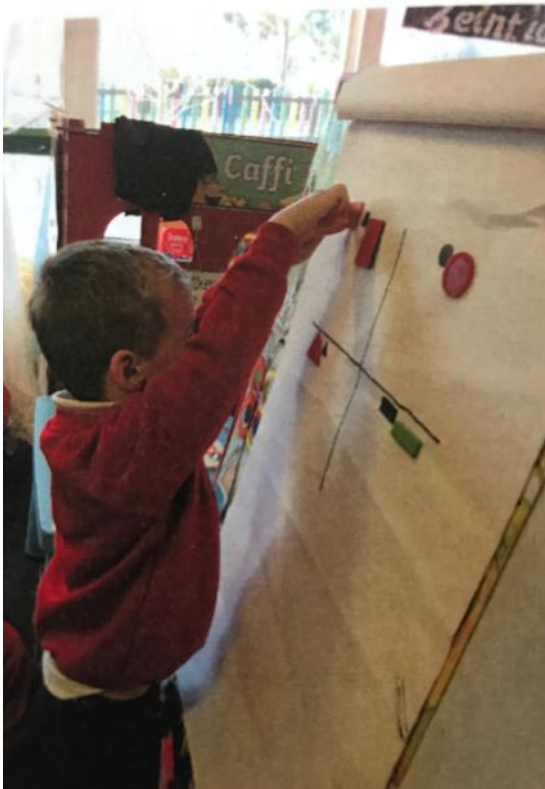
In this example the students have produced a Venn Diagram containing round edged and straight edged shapes. This contains both summative as well as formative assessment as it provides a visual understanding as evidence through the correct distribution of shapes. However this summative assessment alone would only give part of the understanding. The formative assessment of verbal responses shows whether the students are able to label correctly as well as distribute correctly based on visual similarities and differences. This method proves successful in relation to knowing whether further lessons are required on shape for these students, what the focus needs to be, whether further independent tasks would prove useful in embedding these skills or whether a change in approach is required. As Black (et al, 2003, p.96) states the formative assessment is a verbal expression of comprehension allowing the teacher to know "what the state of their learning is".

Cross-Curriculum Responsibilities

Monday, December 30, 2019

2:55 PM

Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.



During a mathematics lesson on shapes, students were choosing a shape at random from a lucky dip bag, they then had to present it to the class and describe the shape. The descriptions began with "I've got a square". With probing questions they began to explore the object, it's colour, texture, number of sides. They then formed the correct sentence formation, "this is a red square it has four sides the same length", to describe the shape before distributing the shape to the section of the board which corresponded with their shape. Despite this being a single transferable subject, Welsh, as described by Barnes (2015, p.68) its value is enhanced here by the increase in confidence shown by the students throughout the lesson in their ability to present information to each other. The correct use of language and sentence formation is important as is their ability to present, and think beyond the obvious of simply saying what shape it is.



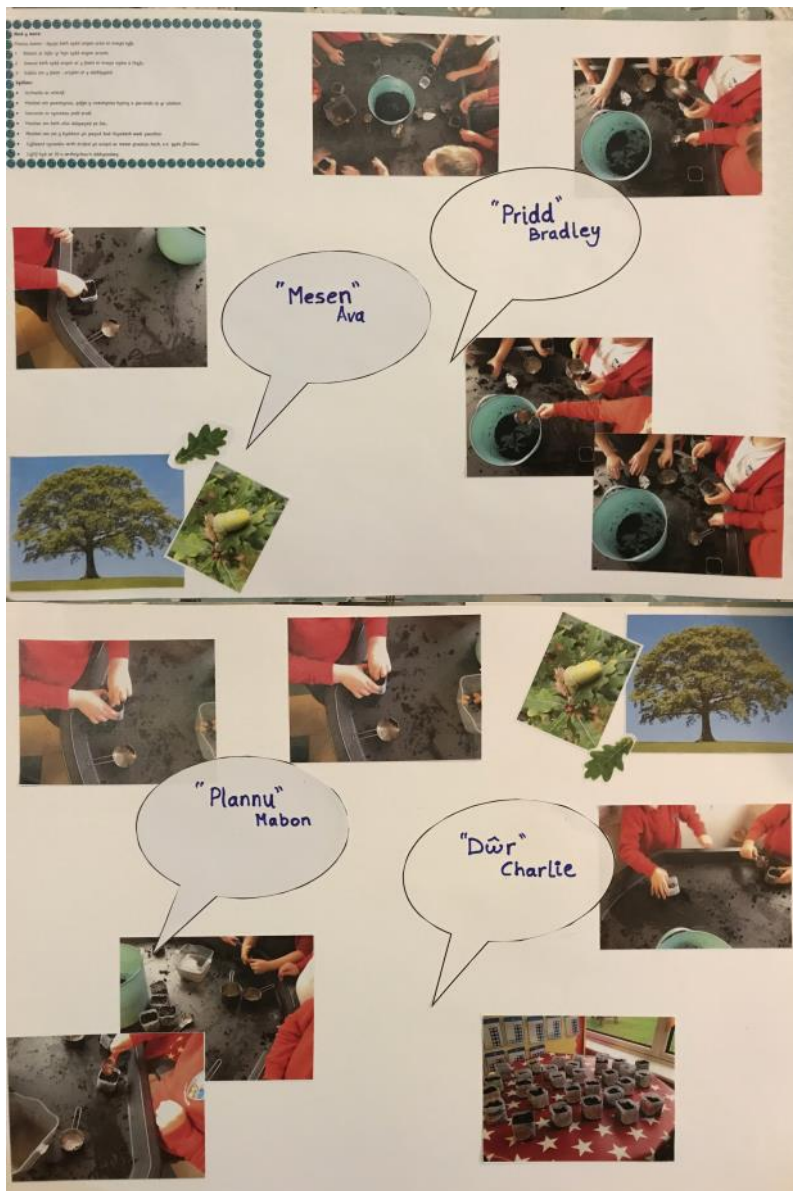
Addysgu a Dysgu Craidd	Cefnogi yn unig, ffocws y dasg yw fod y grŵp yn cyfarthrebu yn effeithiol wrth greu. Cwestiynu wrth iddynt datrys y broblem.	Penderfynu beth i ddefnyddio, sut i ddefnyddio fe a fel i fynd ati i greu y gwaith celf gyda'i gilydd.
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Sesiwn Gloi	Asesu yn erbyn y meini prawf trwy cwestiynu – “ble mae trwyn y draenog?” “ble mae llygaid y draenog?” “beth allwch chi weud am y draenog? Pam mae e’n bigog?” Adborth ar y gwaith tim	Ateb wrth arddangos y gwaith celf. Labeli'r draenog yn gwwir.
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This lesson was a creative session with a group of six students. I presented them with a challenge, to work as a group to create a large hedgehog image on the ground outside, I would give them chalk for an outline but they had to use natural materials found outdoors to create the image. They quickly set to work on the outline, taking it in turns to do different sections, some students were more vocal in highlighting their intentions to draw the hedgehog. It did require some monitoring to ensure that everyone had an input on the outline drawing. They had seen an example of what others had used in terms of materials, leaves, twigs, cones etc so they set to work on their own hedgehog, collecting items from the garden area. Barnes (2015, p.157) argues that neuroscientists favour cross-curricular learning as utilising mental and physical faculties simultaneously has the greatest impact on learning. This lesson had elements of physical movement, creativity, problem solving skills, communication skills and teamwork followed by a language and mathematical assessment as I questioned where the hedgehogs nose, eyes feet and spikes were, they then proceeded to label their hedgehog as a group, jumping from one area to another. I also asked the number of feet, eyes, ears and nose that a hedgehog would have. Barnes recognises the crucial role of using our senses in learning and this could be seen in the way the students were smelling the freshly cut grass as they collected it to create spikes for their hedgehog, I encouraged them to explore the objects they found, such as the fallen apples from the tree with insects on it, and to show them to each other. They changed their approach, moving from wildly throwing objects onto their hedgehog to get the job done quickly to moving things carefully to get a truer representation of a hedgehog. I had used a hedgehog puppet to present the task and also at the assessment stage, the puppet was surveying their work as they told the puppet what they knew about hedgehogs, such as "being spikey so foxes can't eat them". This had a positive effect on the students, allowing them the freedom to talk to a persona and not be judged in any formal way, they were relaxed in answering.



Waldo a'i We Wych is a story about a spider who can't seem to make the perfect web like his friends can, the wind keeps blowing them away. He decides to try different shape webs, a square web, rectangular, circular and so on, they all get blown away in turn and Waldo is losing hope but he doesn't give up and through combining all the shapes together he creates a truly magnificent web which the wind cannot blow away. I used this story as an introduction to shape in the classroom as it set the scene for the shapes and gave them a context which was relatable. The language contained in the story was the language we were taking forward into the main body of the lesson. It also gave the students an opportunity to speak freely about what shapes Waldo was using, outside of a structured maths lesson context. They all assisted in the noise of the wind blowing his webs away, they felt his emotion as he tried and failed and tried and failed again, they were investing in the story as a way into discovering shapes. The use of language is important in maths as it can seem like a strict vocabulary, this story blurred the lines between learning the required vocabulary and being entertained. There was still elements of questioning and assessment but it was light-hearted as it was to do with a frustrated spider and not to do with correcting or confirming what was written on the board.



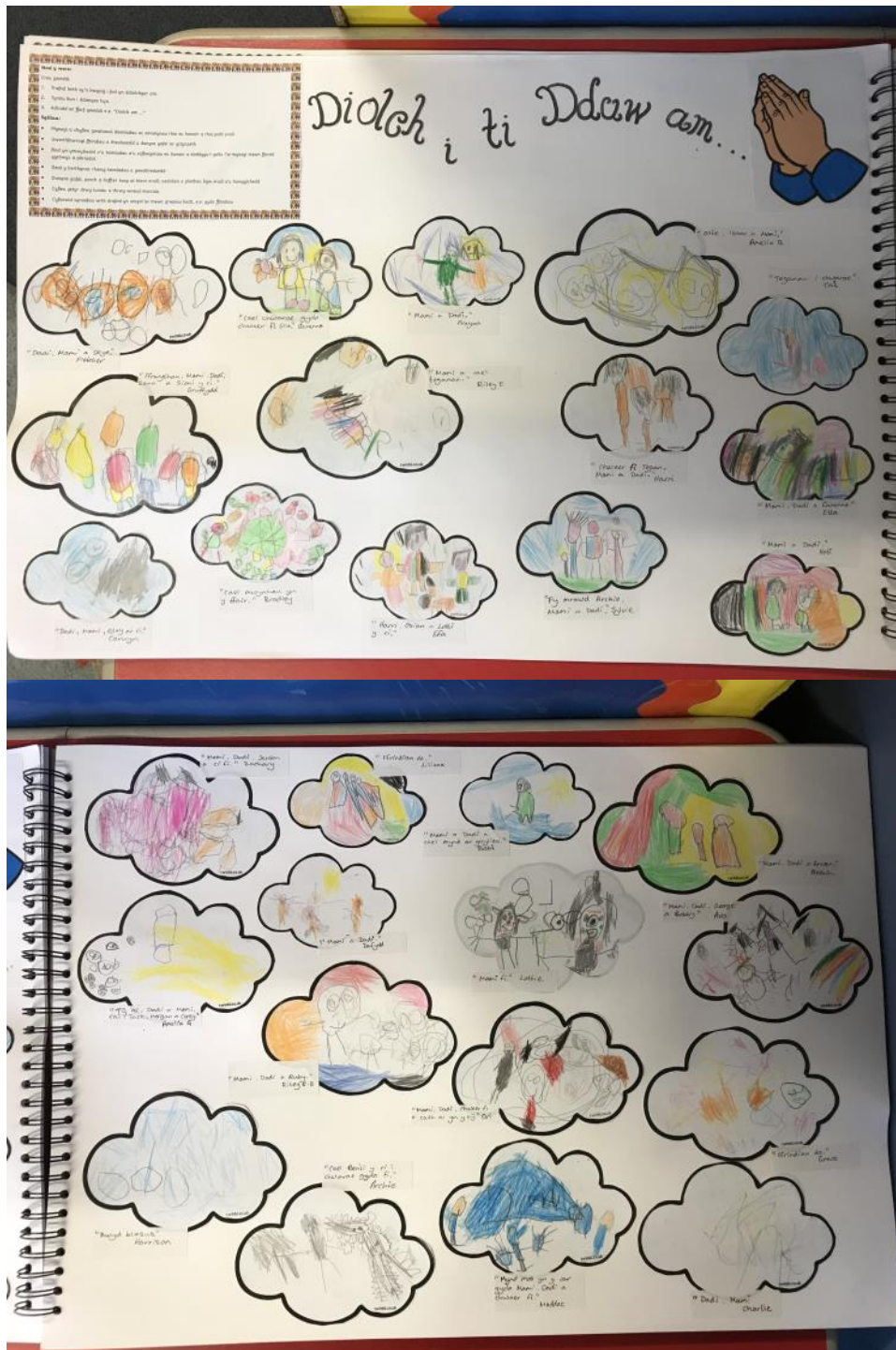
During this knowledge and understanding of the world lesson the students were planting acorns, they had viewed a video of the growing process of an acorn becoming a seedling and we had discussed the conditions required for an acorn to grow. For the practical part of the lesson it was a case of recycling their milk bottles, filling them with earth and planting the acorn. I decided that this would prove an opportunity to utilise mathematical skills of measuring and estimating. As a result I included measuring cups and spoons for them to test and prove how many scoops of compost were required for different size cups, the students were using "less and more" as well as the actual number of scoops. The lesson included specific language requirements, they had to ask for an acorn not a seed, they had to say oak tree, planting, water, measuring to describe what they were doing. The images and their words were recorded in the class' floor book as a record of what they achieved as a class in a practical way. The book contains many examples of cross curricular activities such as listening to music and describing verbally how they felt and describing the images it conjured in their minds.

Authentic Contexts

Monday, December 30, 2019

2:55 PM

Good teaching and learning creates authentic contexts for learning.





The above example is of group work as a supplementary task for a religious education lesson. The children had received lessons on Churches, what was in a Church, who went to Church and what they did there. They had also received lessons on Hinduism, how they prayed, to whom and for what. It seemed logical and useful to bring the two worlds together into a realistic context for the students. I suggested that we looked at creating our own prayers after highlighting their use of daily prayers before lunchtime and home time. They had ideas of their own and therefore I decided to create a prayer book in their classroom floor book to capture what they were grateful for. They told me verbally what or whom they were grateful for, which I recorded, and they proceeded to create an image representation. Once I had completed the task with each student I presented their prayers to the class. They were enthusiastic to see their own images as well as those of their peers. We associated it to the Church, Hinduism and then I created a class prayer based on their responses.



This image is taken from a series of images as part of a language story book called 'Cadi Cwningen a Tedi

Twt'. They are essentially images for driving classroom discussions and debate. The sessions I presented to the class was of the image above, Cadi the rabbit and her friend Tedi were on their way to the fair, they had met Mrs Duck along the way with her five ducklings. I began by asking the student to describe what they could hear as they walked through the woods. The previous session revolved around sounds they might hear in the woods, the students were unable to make suitable suggestions so I took the class outside to listen to the noises in the school yard, they could hear birds, a helicopter, cars and lorries out on the road. The experience made the task relevant, they may not have been in the woods but they were able to make comparisons. The context and experience was needed in this instance. During this session I was asking the students to imagine the next image, what was the fair going to look like? Who would be there? What would we see, smell, hear? There were several typical responses, some responses however were surprising such as "the beach". This led me to think perhaps at age four many of the students had not experienced the fair before. After questioning further I discovered that this was the case and reacted to what was found, some people shared their experiences of going to a fair, I also described some of the typical things seen and heard in a fair. I discussed this further with the teacher and we searched for a video to show them of a typical fairground which helped some students to remember their own experience but it also gave others the context needed which was missing altogether. The impact of not having authentic context for all students was substantial.





The two images above are of Religious Education lessons, both lessons contained copious amounts of information which was relatively or completely new to the students. In order to put these lessons into context for them I made them visually stimulating lessons, with PowerPoints, videos, persona dolls, and stories and I focussed on what they knew or how they could relate to both religions. In the instance of the Church and Christianity I kept linking it with the schools' activities, daily prayers, assembly, the recent trip to chapel for the harvest festival. The persona doll Seema Patel was used in the lessons on Hinduism. She arrived as a guest to the class and instantly the students had questions about where she was from and why she had a red mark on her head. None of the students are Hindus so we looked initially at Seema's background, she was from North Wales, she had a twin brother, there were twins in the class so we were able to discuss what being a twin meant. Seema's parents were pharmacists, a student's father was also a pharmacist and therefore we discussed why we would go and see a pharmacist. Next we looked at Seema's school and home life, the students were by now drawing their own comparisons, looking for the common ground. Seema played football, the football players in the class raised their hands and shared their stories. Seema went to a Welsh school so we discussed that they were bilingual students but Seema had a third language. The students were naturally curious but also keen to find similarities which was a positive experience for me. Seema showed the students how she prayed every morning and they showed her their mehndi patterns and their diva lamps. We celebrated our cultural similarities through comparing the Festival of Light with their Christian Christmas traditions such as decorations, lights, gifts, prayer and music.

Critical Reflection

Monday, December 30, 2019 2:56 PM

In this piece I will endeavour to provide an insight into my experience on Professional Teaching Experience (PTE) and a reflection of the process of planning, implementing and assessing three pedagogical principles.

- **Good teaching and learning means employing assessment for learning 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 school where I was situated is in an urban area with just under 500 pupils. 8.2% of children receive free school meals, which is lower than the national average. Learners' attendance is 94%. 87% of pupils come from homes where English is the main language. As the school has changed in recent years from being a bilingual school to being a Welsh language school the impetus is on developing the Welsh language, this is reflected in all aspects of school planning. 25% of learners have additional learning needs at the school, the variety of needs is great. (Estyn and My Local School). There are few learners with severe additional needs, however, there was a pupil in my class with severe learning difficulties. During my time on PTE we discovered, following an external assessment, that his development in some areas, including speech, were consistent with that of an 18-month-old child. The planning for this pupil became tailored as a result to incorporate the new information we had received from an external partner. Here we see how Piaget's stages of development are relevant to the development of this individual. With hindsight I can see how his involvement in my group activity was his way of exploring a new task with the intention of adapting his "motor schemas to a novel reality" (Piaget, 1932, p.20). Had I been aware of the full nature of his learning difficulties I may have perceived his behaviour a little differently. This has highlighted to me the importance of working closely with external partners from both within and beyond the education network.

Good teaching and learning means employing assessment for learning principles. Assessment for learning is not a new concept, Northumbria University Research (2009, p.3) states that the use of assessment for learning goes back centuries and that the widespread use of the term assessment for learning is likely to be attributed to Caroline Gipps in the early 1990's. As a member of the British Educational Research Association, Gibbs was highlighting the distinction between assessment of learning (summative assessment) and assessment for learning (formative assessment) in the wider education community. Gipps and Murphy (1994, p. 262) write that when considering fairness of assessment, we need clarity on the underlying conceptions of assessment. They also acknowledge that education assessment is "still in its infancy, and within it, definitions of achievement and learning vary".

Following Donaldson's research into National and International curricula he acknowledges in his report (2015, p.17) the need to focus on assessment, its use, as well as its role in both teaching and learning. He notes the leaning towards mixed-mode assessment and the appropriate use of testing; however, he states that assessment is challenging with issues such as "specification, validity, reliability and teacher competence". It is clear to see from observations on PTE that assessment as a general term is a contributing factor in all aspects of planning and teaching, it forms part of all that takes place in a school, whether it be the students, teachers or school that is being assessed.

In order to reflect on my experiences, I chose to utilise a reflection-on-practice model from Ghaye and Ghaye (1998, p.7). Whereas I acknowledge there are several models to choose from such as Kolb's Model of Learning (1984) or Gibbs Reflective Cycle (1988), this model allowed me to be flexible with my starting point of reflection, be it from a context, values, practice or improvement perspective. I find that Gibbs starting point of describing the event followed by your feelings is not always a fulfilling way to begin reflection. In this model, reflections on practice lead to valued outcomes on which to base development.

With this in mind I draw your attention to the assessment for learning portfolio. In the first example we see peer-assessment being utilised to correct a number written incorrectly. The students were also correcting my intentional errors. I found this method to be successful in terms of class engagement, the noise levels from participation was a clear indicator of engagement. I found that my feelings during this lesson were conflicted. Cowley (2010, p21) highlights this as she describes what holds people back from being more experimental, they included the students getting too excited or making too much noise. This is exactly how I felt with this lesson, thrilled that they were enjoying and engaging with the lesson yet worrying about the noise levels and whether children laughing too loudly would be seen as a sign of me losing control of the class. In terms of assessment for learning my approach here was a success, this was shown in the class' ability to assess others work, comment in a respectful way and also to suggest improvement methods.

The second example shows the use of self-assessment as well as peer-assessment. The self-assessment criteria contain both summative and formative questioning. The formative assessment provided the opportunity for discussion, the answer required thinking before responding at times, such as with the retelling of a religious story they had heard. Donaldson (2015, p.76) declares that "formative assessment should be an essential and natural part of the teaching process and not an additional 'bolt-on'". When we see formative assessment used as part of the self-assessment stage, we can see its clear intention is to form part of the 'where are we' conversation and feeds into the teachers planning of 'how will we get there'. Black et al (2003, p.32) states that the average wait time for a response to a question is 0.9 seconds, this fact has stayed with me through the course of PTE. Black et al (2003, p.33), list the benefits of additional 'wait time' as longer and more confident responses, fewer failures in responding as well as students challenging each other's responses or offering alternative explanations. . Allowing students thinking time before responding is essential. I have observed the benefits of increased waiting time in the classroom and have emulated this questioning strategy which I have found to yield results. Hattie (2009, p. 182) acknowledges that effective questioning leads to improved comprehension. Hattie also suggests that

"The reason for so much questioning relates to the conceptions of teaching and learning held by many teachers – that is their role is to impart knowledge and information about a subject, and student learning is the acquisition of this information through the process of repetition, memorisation and recall: hence the need for much questioning to check that they have recalled this information. "(2009, p.182)

This is evident in my observation of teaching styles in the foundation phase, repetition and recall is almost ritualistic in the daily routine and yet I see the positive effect of routine and repetition on the students' wellbeing in general as well as from a learning standpoint. Donaldson's report (2015, p.54) recognises that students' progress through learning at different rates and that an emphasis on sound foundations is the best basis for progression. The progression steps proposed are the basis of the new curriculum's assessment for learning. And whereas we see a leaning towards 'stage not age' approach it is worth noting that these steps will still be relating "broadly to expectations at ages 5, 8, 11, 14 and 16" (Donaldson, 2015, p53). Is it possible to move away from an age-based assessment? And would it be wise to do so entirely? Having experienced the benefit of an age-based assessment of learning on the student in the class with learning difficulties, I believe that a total removal of assessment based on age is impractical and potentially harmful.

Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

Donaldson (2015, p.69) recognises the challenge posed by Cross-curriculum Responsibilities as the need to apply them to the teaching in a natural and authentic way. My portfolio for Cross-curriculum Responsibilities highlights how I have endeavoured to introduce my Cross-curriculum activities in this way. Corson (1988, p.13) argues that Cross-curricular language is not concerned with language as a product, or indeed its' need to be assessed. He suggests that language is an instrument of learning and not to be seen as a performance in language. My issue here is that he goes on to say that the value should be placed on the language the students bring to schools, this is the starting point for education and the language should not be altered or eliminated. Where does this place us as a nation striving to increase the use of Welsh language in our own country? With the vast majority of pupils at my PTE school coming from non-Welsh speaking homes are we wrong therefore to insist that the language spoken in school is Welsh? I agree with Corson's notion of language being

a tool not the product and this is shown in my examples. The use of language is a way of aiding the learning, from learning new vocabulary to making sense of a new concept, like introducing the names of shapes through a story, the element of context helping to improve retention of vocabulary. Here we see how the principles overlap, the use of Cross-curriculum language with the need for relevant context to introduce a new subject.

Language could be seen as a single transferable subject as described by Barnes (2015, p.68). The value of verbal language is enhanced in relation to the describing of shapes as seen in the first example in the portfolio. The benefits of introducing verbal sentence patterns was captured in the increase in confidence shown by the students throughout the lesson and in their ability to present information to each other. The correct use of language and sentence formation is as important as their ability to present, and think beyond the obvious of simply saying what shape it is. On reflection of context I believe this could be taken further to develop the presentation skills demonstrated. A class walk around the village to identify the common usage of shape in everyday life for example. The students could present their findings to each other or even to another class.

Holt (1983, p9) was concerned in the eighties that a return to 'back to basics' teaching had led to a more fragmented teaching style which he deemed to be depersonalised and dangerous. Thankfully developments have been made over the last thirty to forty years. In later chapters (p.238) Holt shares his insights into how children learn using fantasy not to get out of their own reality but to get into reality. This can be seen in the way roleplay in the classroom helps develop a sense of self. Having observed the way roleplay of a café worker develops linguistic and literacy skills through writing of menus and taking of orders I am keen to take this notion forward and to ensure that physical roleplay takes place wherever possible to allow fantasy to embed the reality through experience.

Barnes (2015, p.157) argues that neuroscientists favour cross-curricular learning as utilising mental and physical faculties simultaneously has the greatest impact on learning. The creative hedgehog lesson in the portfolio had elements of physical movement, creativity, problem solving skills, communication skills and teamwork followed by a language and mathematical assessment as I questioned where the hedgehogs' nose, eyes feet and spikes were, they then proceeded to label their hedgehog as a group, jumping from one area to another. I also asked the number of feet, eyes, ears and nose that a hedgehog would have. Barnes recognises the crucial role of using our senses in learning and this could be seen in the way the students were smelling the freshly cut grass as they collected it to create spikes for their hedgehog, I encouraged them to explore the objects they found, such as the fallen apples from the tree with insects on it, and to show them to each other. They changed their approach, moving from wildly throwing objects onto their hedgehog to get the job done quickly to moving things carefully to get a truer representation of a hedgehog. I had used a hedgehog puppet to present the task and also at the assessment stage, the puppet was surveying their work as they told the puppet what they knew about hedgehogs, such as "being spikey so foxes can't eat them". This had a positive effect on the students, allowing them the freedom to talk to a persona and not be judged in any formal way, they were relaxed in answering. Using a Cross-Curriculum approach I have observed a rise in creativity, it gives you room to move around a topic, a freedom to mould, it generates fluidity and a sense of exploration rather than instruction.

Estyn recognises a weakness across the board in Information and Communication Technologies (2017-2018, p.26) with students not developing their analytical skills or able to apply them to creating databases. With Foundation Phase teaching I found that ICT can be excellent in assisting the lesson, such as showing videos, playing music and as another form of white board. On reflection, what I found difficult from a practice perspective was to use ICT to enhance the learning in and develop the students understanding of ICT. This is an area of focus for me as I move into my second phase of PTE.

Good teaching and learning creates authentic contexts for learning.

The creativity found in a Cross-Curriculum approach can also be seen when applying authentic

contexts to learning. To apply context, one must look at the subject matter from the perspective of the learner. Edwards et al (2009, p94-97) suggests that using a multi modal approach in a subject assists to create context. They describe a science lesson where students are creating a model of a cell using everyday materials. They go on to suggest that a multimodal is as equally effective for text, discussing utilising a range of “multimodal resources to construct textuality in the classroom”. In later chapters (p.165) Edwards et al presents us with a dilemma

“A relational approach to learning contexts, however framed, requires a certain amount of sensitive ethical decision-making around where to go and where not to go, what to uncover and what to leave covered up”.

This became apparent for me when researching the lesson plans for Religious Education lessons. I found myself looking at the information and asking what would be appropriate, and how best to approach it? I decided a multi-sensory approach would be effective with four-year olds as an introduction. Utilising video, images, persona dolls, stories and real-life objects proved to be a positive experience for the learners and for me. From a reflection perspective I would take the same approach but extend the real-life aspect of the context. Whereas I displayed Hindi artefacts and re-created a traditional Hindi morning prayer sequence I think expansion on the element of role-play would have proved beneficial. The students created Mehndi patterns as well as diva lamps, their engagement was strong in these lessons, however, I think a recreation of the Festival of light would have brought the elements of context together to deepen their understanding. Or as Donaldson suggests (2015, p.67) with this principle that perhaps visitors would be useful here, the vicar from the local church for example could have come in to explain what they do.

Donaldson discusses performance as playing a part in creating authentic context. As shown in my examples I have found the use of persona dolls and stories as a vital part of creating the context and making it authentic. Whilst presenting the Church to the students I read a story and used the character dolls to act out the story, therefore we see the teacher’s role here as part of the performance also. Cowley (2010, p.20-21) speaks of the need to engage with the students through being creative and using interesting resources, as well as the need to apply lateral thinking when it comes to new concepts.

Through reflecting on my authentic contexts, I discovered I was using reflection-in-action during these lessons. I was responding, perhaps intuitively as Schon suggests (1983, p.276), to the responses I received from the students. Reflection in action is described by Ghaye and Ghaye (1998, p.3) as an unconscious behaviour and thinking on your feet, being “adaptable and responsive to a situation”. Schon also discusses the limitations to reflection in action as it requires that we stop and think and therefore we interrupt the flow of the teaching. He also describes how reflection in action can bring complexity to the situation which can paralyse the teaching. I have to wonder if reflection in action is something we can control as teachers, we respond intuitively throughout the day to any number of reactions from our pupils, the environment as well as the lesson itself. To try and stop this process would be extremely difficult, we must exercise caution however as Schon suggests that we reflect in action when we are not satisfied with our performance, we must decide which type of reflection would have a more positive outcome on our teaching methods.

The reflection period has been a valuable process. Looking back over teaching methods in light of the three principles has allowed me the freedom to be objective. Seeing my work from Ghaye and Ghaye’s model of reflection has given me the focus areas and a flexible approach. The process has given me a reason to be proud, several areas of focus and development which are not daunting but areas of interest, and also a sense of resilience to take forward into my next placement. Whilst on placement we are asked to reflect on specific lessons, this process however has been a holistic approach to reflection which has produced learning outcomes such as the need to research the teaching methods as much as the information to be shared with the students. It has also encouraged me to use my natural energetic teaching style which I hadn’t realised I was suppressing, but to channel it effectively and know when to change approach. In conclusion I leave the closing comments to Ghaye and Ghaye to summarise my thoughts on the reflection process in relation to

the three pedagogical principles:

“When so many (teachers) are buffeted by the forces of change, reflection-on-practice can help teachers regain some sense of control over their lives. When accounts of teaching contain repeated reference to professional turbulence and chaos, reflection can help them discern some order and pattern within the chaos, for teaching and learning is a universe of patterns”.

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Monday, December 30, 2019 2:56 PM

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