

Overview

Monday, December 16, 2019

8:49 AM

Name: Danielle Jones

Student Number: 1900107

Pathway: Primary PGCE

Targets from previous assignments:

1. To improve the quality of my critical analysis
2. Proof read work to eliminate any errors

Link to onenote:

Assessment for Learning evidence 1

Tuesday, December 10, 2019

7:58 PM

Assessment for Learning- evidence 1

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	APK- questioning and Introducing time in small groups on the carpet- using a range of methods which will include Think, Pair, Share. Firstly myself introducing it, then a song, then the children will have the opportunity to use the whiteboard as there will be an interactive game on there for them to recap what has just been taught	Learners will sit on the carpet area and have the opportunity to think, pair, share their ideas on questions asked by teacher. Students will have the opportunity to interact with 'educational game' on the whiteboard to recap what has just been taught	Interactive game on top marks to help to tell the time

This particular lesson was a numeracy lesson which had a main focus on time. This was for year 1/2 pupils and a range of AfL strategies were implemented throughout, which include Think-pair-share and questioning. WAG (2010) illustrates the importance of AfL and describes questioning as a driving force within the classroom environment, and furthermore goes on to highlight that questioning can promote discussion within the classroom which has the ability to make learners think, and this is what my intentions were within this lesson, to promote discussion of the topic 'time' through purposeful questioning. I found the strategy 'Think-pair-share' beneficial as it allowed all pupils to talk with their think partners, and feedback came from those who did not usually answer all the time.

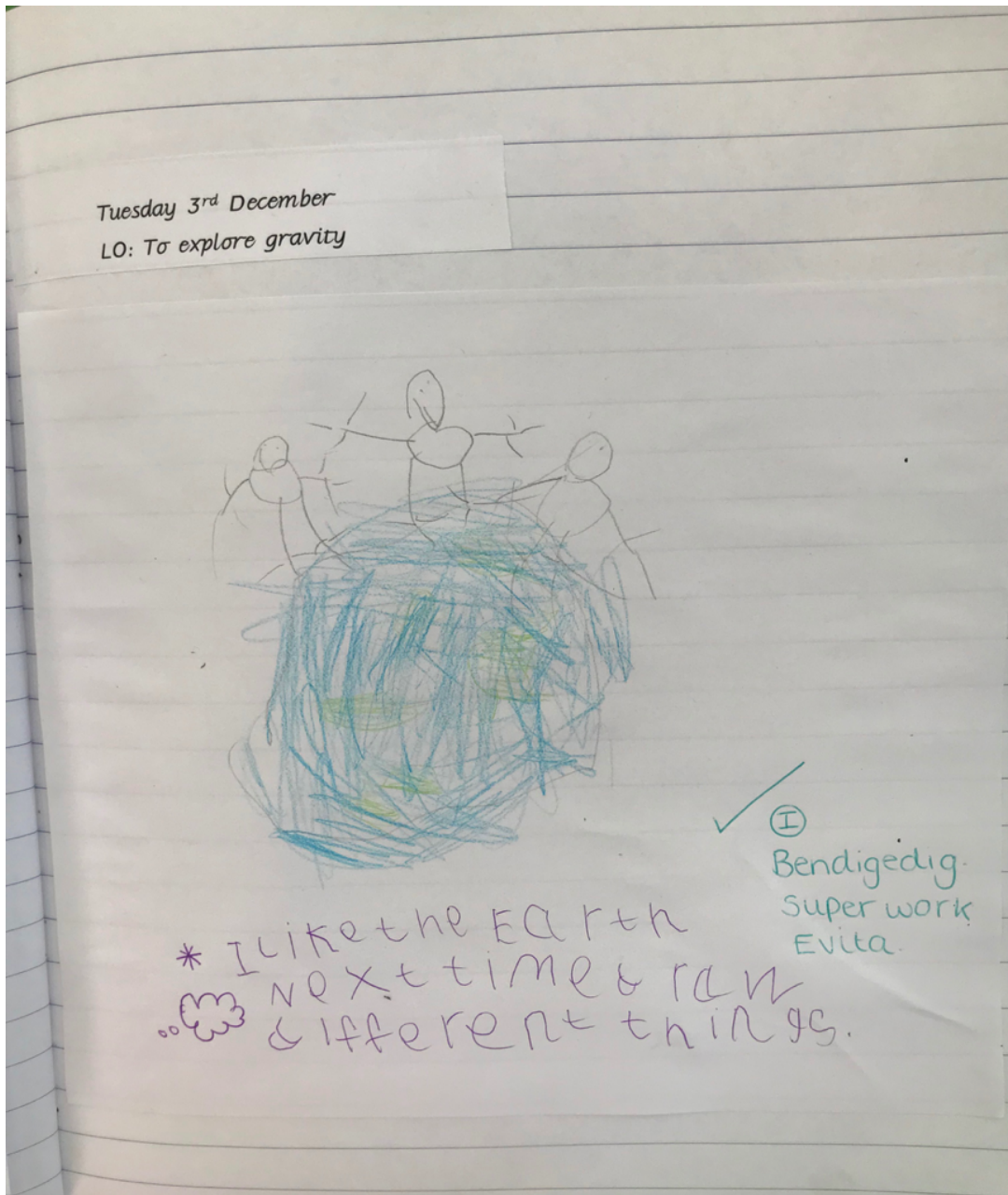
Furthermore, Black et al (2007) suggests that AfL promotes students learning in a positive manner, especially as it has the ability to allow practitioners and learners to reflect on their work and look for improvements to be made. I feel like I need to allow for all students to have time to think, as the more reserved members of the class are capable of answering, however sometimes due to the

..... or
nature of questioning they do not always put their hands up first to answer.

Assessment for Learning evidence 2

Wednesday, December 18, 2019

3:03 PM



This particular lesson was focusing on exploring gravity, in an expressive arts session with year 1/2 pupils. This lesson included the use of the AfL strategy one star and a wish which I found to be very beneficial for this class. Clarke (2005) expressed that the more common two stars and a wish allows pupils to have a growth

common the stars and a vision and the pupils to have a growth mindset where they can believe effort leads to success, believe in their ability and also gain personal success from this AfL strategy. Furthermore, it was beneficial to highlight the pupils' thoughts and feelings on the pieces of work they produced, to really identify their individual thoughts, on the positive and negative aspects of that piece of work. I could also potentially get the pupils to swap their books next time to see others works to see similarities and differences between work.

Assessment for Learning evidence 3

Tuesday, December 17, 2019

9:13 AM



In my placement school, they have the motto "Our voice, our choice".

Therefore, the year 1/2 pupils I was working with had the decision to make their own decisions as a class on what activities they would like to complete in their enhanced provision area, which related to their topic of space. Every two weeks there would be a different class book relating to the topic of space and the pupils would come up with ideas they would like to see in their enhanced provision area, for example in this particular week in the creative area it was to make an alien. Academic researchers such as Gardener (2006) expresses that this kind of constructivism approach offers learners the chance to reflect on their own learning and help them make sense in order to help them in their future work.

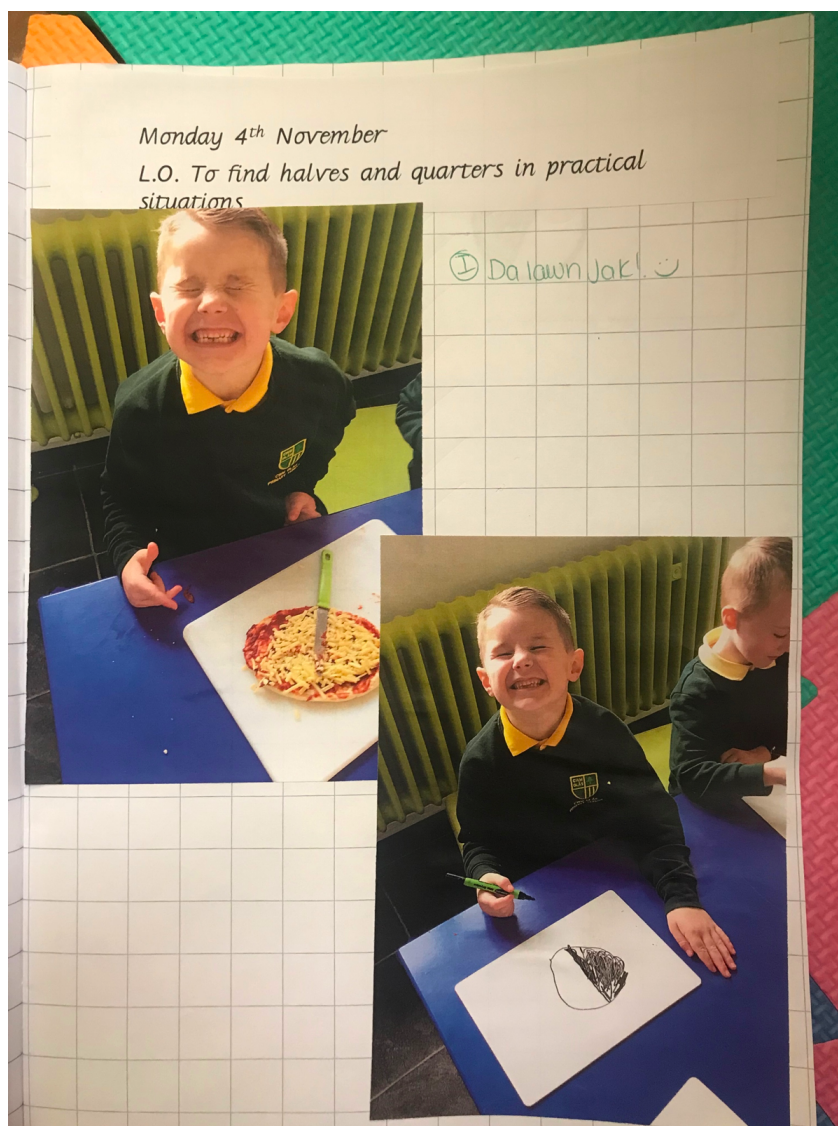
Additionally, responsibility in ones' learning can be seen as beneficial as it has the ability to motivate and allow for good choices to be made by individuals at

the ability to motivate and allow for good choices to be made by individuals at an early age.

Cross-curricular evidence 1

Tuesday, December 17, 2019

9:14 AM



The main focus of this activity was to find halves and quarters in practical situations, which was undertaken with a year 1/2 class, with this student being in year 1. As this was a new topic being covered by myself at the beginning of the lesson I introduced halves and quarters in a formal way of all students sitting on the carpet, and I explained what they were with a range of approaches, for example songs, interactive games

and questioning. However, I chose to do the main part of the session in the format as it brings in a cross-curricular element to the lesson. This is as students had the opportunity to make their own pizzas which covers PSE, Health and Well-being, but also Numeracy and problem solving, this is due to me questioning the pupils whilst we were making the pizzas for example “how would we show half or a quarter of our pizzas?” Barnes (2015) highlights the importance of cross-curricular learning by expressing that learning in a cross-curricular manner has the ability to raise standards as they begin to link ideas together from a range of subjects.

Additionally, it is explained how many teachers believe that cross-curricular teaching approaches are motivating, enjoyable and have the ability to build relevant meaning into the curriculum which can sometimes be seen as narrowed (NFER 2011; Robinson and Aronica 2010; Wrigley et al. 2012). I found by adding a cross-curricular aspect to the lesson a huge success as it allowed all learners to get involved and talk about the lesson focus ‘halves and quarters’ in more detail, but also showing the pupils we can apply the concept in a variety of different ways. However, I need to ensure that all learners have the opportunity to think about how concepts like this can be linked to a variety of ideas before telling them.

Cross-curricular evidence 2

Wednesday, December 18, 2019

4:45 PM



The theme in this year 1/2 class was space this half term, therefore this particular lesson had a focus on gravity, and we were carrying out an experiment to see what would happen to our rockets we made one they were launched into the air. This was taught in a cross-curricular manner as I thought it was the most effective way of teaching it, due to the nature of the activity, whereby we were looking at rockets and gravity.

Firstly, we made our rockets which can be linked to art as the created it independently, the lesson then took a science approach as we discussed what would happen to the rockets when we carried out the experiment, and finally this lesson had literacy links as we then reflected on what happened and why in their books. It was particular beneficial to undertake the lesson in this manner, due to the students understanding

that one particular lesson can have multiple links to other areas, which has the ability to extend their knowledge. This has close links to Donaldson's successful futures document which expresses the importance of cross curricular learning, due to its ability to deliver lessons in a more flexible and creative way.

Cross-curricular evidence 3

Wednesday, December 18, 2019

5:15 PM

AoLE or Subject	Physical Development	Date:	5/11/19
Lesson Focus:	Dance and movement		
Meaningful links to Curriculum	Current: Year 1/2 Physical Development: Children will have the opportunity to work as individuals, with a partener and in small groups, sharing ideas and helping each other improve their work Personal: link the basic action in sequence and gradually improve their control and use of different shapes, levels and direction of travel		
Meaningful links to: Cross Curricular Responsibilities	Literacy (LNF): learners will take part in activities with others and talk about what they are doing. Also, leaners will contribute to discussion, keeping a focus on the topic and taking it turns to speak and using appropriate language relating to the topic		
Personal Targets (Linked to OTS and identified in weekly review)			

This particular lesson focused on Physical Development, however it did have aspects of other lessons within which will be discussed later on. This was undertaken by a year 1/2 mixed class, with a focus on dance and movement. As it was bonfire night we firstly spoke about what kind of noises and movements fireworks make which has links to the cross-curricular responsibilities of Literacy within the LNF which is in the above picture. Additionally, I found that teaching this way really engaged the pupils and focused them on the task in hand as they knew what ideas they could take in order to create their own 'firework dance'. Estyn (2016) interestingly highlighted that by introducing cross-curricular aspects to the curriculum it gives the ability to stimulate learning and focus on pupils' interests, and by doing so it can raise attainment levels.

I also found that using current music 'Firework' by Katy Perry beneficial as all the pupils knew the song, and really engaged and focused on trying their best in their partners to create firework movements and sounds.

Also, it was particularly pleasing to see that when I introduced the use of

Also, it was particularly pleasing to see that when I introduced the use of 'glow sticks' to the dance that the pupils found this addition exciting, which was an authentic way of introducing a cross-curricular aspect to a physical development lesson.

Authentic learning evidence 1

Tuesday, December 17, 2019

9:15 AM

Opening phase (with links to prior learning)	Get the children into a circle introducing the balloon technique (they hold hands and 'blow the balloon up' and 'pop' to let go hands) Discuss firework night and the different sounds and colours they made e.g crackle, woosh, bang and pop Warm up: Mirroring- in pairs start to do various motions e.g moving hands, changing pace/ level (Show children to begin)	Pupils will discuss in pairs and as a class what they think about the questions being asked They will engage with their partners and copy their movements	
Teaching & Core Learning	Introduce the glow sticks as the 'fireworks', sitting in a circle get the children to pass them round using different movements as they pass them	Move the glowsticks between them discussing what they think about the movements of the fireworks	Glowstick, pom poms/ scarves/ access to music- Katy Perry 'Firework'
	Along e.g behind their backs or one hand to the other Then discuss firework shapes and how we can use our bodies to show this (get volunteers to show). Then ask children to perform these shapes on one foot, their backs, side etc, or scaffold. Students get into pairs using one scarves/ pom poms one partner will shout 'bang' and throw it in the air and the other will catch it (repeat several times) Using the track 'Firework' by Katy Perry, let the children explore different ways of using the pom poms/ scarves e.g sizzling	Pupils will participate in movements of what they think fireworks look and sound like	

This was a physical development lesson based on dance and movement with a mixed year 1/2 class. Within this lesson I introduced an authentic element to it as I thought this was the most engaging way to present the lesson and get all students involved. As it was firework night we discussed what sounds, movements and colours fireworks make. They then got into pairs to create their firework dances using a backing track of Katy Perry 'Firework' and then I introduced glow stick, where the pupils were very creative as they acted like their own fireworks. Pearce (2016) indicates the importance of authentic learning in the classroom as it has the ability to connect learning with the wider world, and also establish curiosity among

learners.

It was extremely beneficial to watch a lesson like this unfold to identify that authentic lessons engage learners, as it encourages learners to develop a range of skills such as their confidence.

Authentic learning evidence 2

Wednesday, December 18, 2019

5:21 PM

Teaching & Core Learning	Take one group out at a time (colour groups) to the kitchen area and explain how they are going to make a pizza using the ingredients provided to identify halves and quarters- linking back to ideas talked about on the carpet	Learners will use the resources provided to make their own pizzas Student will then use the pizzas to practically show halves and quarters (if applicable) and discuss in their pairs and	Provide ingredients to make the pizzas, checking if there are any allergies Provide cutters / knives to show the ideas of halves and quarters
	in the oven, in their pairs introduce how we have to share the pizzas using the terminology introduced- Question learners what is a half and what is a quarter? Do we think we can show it using the pizza's? Ensuring I have explained how careful pupils have to be cutting the pizzas	quarter refering back to the introduction terminology provided	

This was a numeracy lesson which focused on finding halves and quarters in practical situation, which was aimed at a mixed year 1 and 2 class. There was an authentic approach took to this lesson which was to make own our pizzas and demonstrate what halves and quarters looked like in these situations. I chose to do this in this manner due to the fun element of it, additionally some children had never made pizzas and fractions can be a difficult concept to engage with, therefore by making the lesson fun and engaging it could potentially help with the children retaining the knowledge. Dewy (1915) expresses that authentic contexts are an important learning experience, as learners can utilise the experiences inside and outside the classroom which can prepare students for their personal and professional lives.

I would suggest that this was an engaging lesson for all pupils, and they enjoyed the authentic context of making and seeing halves an quarters in a practical situation.

Authentic learning evidence 3

Wednesday, December 18, 2019

5:23 PM



This was a numeracy lesson focused on time, conducted with a mixed year 1/2 class. At the beginning, I introduced time o'clock and half past with interactive games on top marks and then took this authentic approach of creating their own clocks to show the time. I chose this method as time can be a tricky concept to teach and learn, therefore by making our own clocks I could show them and similarly they could show me what a time looked like e.g 5 o'clock. Furthermore, Barnes and Shirley (2007) express the importance of learning through doing and this is the step I took in this particular lesson.

Additionally, I found this way extremely beneficial as the majority of learners understood the concept by being able to physically show the time on the clocks they had made. I may need to ensure that more support is provided to all learners, especially if they struggle writing numbers e.g producing sticker numbers, however even the low attaining pupils enjoyed making their own clocks.

A written critical reflection of your progress, planning and implementing the pedagogical principles, with recommendations for ensuring further progress

1. Context of professional teaching experience and the focus on the writing

Throughout this initial placement, there has been a number of positive experiences which have been taken in order to simulate ones thinking and professional knowledge within the teaching profession, the experience has also critically informed and ensured ones' practice is current and as competent as can be (General Teaching Council, 2019). In addition, there has been a number of opportunities where developments were needed, and can be seen as a positive, as challenges can potentially lead to greater development of thinking, understanding, knowledge and skill set needed to be a competent teacher, especially as the profession is forever changing, it is important to be flexible and willing to develop.

The main focus of this writing will be to critically reflect on ones' progress, planning and implementing of the three pedagogical principles:

- Good teaching and learning means employing assessment for learning principles
- Good teaching and learning regularly reinforces Cross-Curricular Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them
- Good teaching and learning creates authentic contexts for learning (Donaldson, 2015)

Following that, there will be an element of recommendations for ensuring further progress is made within future practice.

Discussion of the literature on effective teaching and learning (with particular focus on the pedagogical principles)

There is a range of literature regarding effective teaching and learning, which have similar and opposing viewpoints of what it is meant by the term. Coe *et al* (2014) highlights that good teaching and learning is teaching which leads to improved student achievement, which can also include the use of outcomes, however stresses that it is not easy to define, due to it being a broad and complex term. Similarly, Popham and Ryan (2012); Muijs *et al* (2014) and Polikoff (2014) express how defining effective teaching can be problematic, due to its complexities. They all have the similar thought that ideally 'effective teaching' can lead to higher student achievement which is valued by outcomes. However, it is not always possible to achieve this due to the nature of assessments, which have been used for research purposes may not fully capture the range of outcomes that are considered desirable in education.

Furthermore, it is conveyed how the research regarding the term always returns to how student progress is the central focus, whereby the teaching quality should be assessed. Essentially highlighting how teaching effectively cannot be recognised until it is checked against student progress.

It is recognised within the 'What makes great teaching?' research report (2014) that currently within schools there is a number of frameworks being implemented which can highlight the core elements of 'effective teaching', however a disadvantage of this is that the definitions are so broad, individuals are interpreting the meaning in a number of ways. Therefore, a sound understanding of what is meant by each definition is needed in order to fully recognise what is meant by each term.

Furthermore, the six common components include; pedagogical content knowledge which Muijs *et al* (2014) suggests that the more effective teachers have deep knowledge of the subjects which they are teaching. This can be seen to be imperative to effective teaching and learning due to the need of the practitioner to understand the exact contents of the pedagogy in order to enhance the knowledge of the pupils. This is an

essential part of any effective teaching due to the knowledge needing to be known in order to achieve and produce effective and competent teaching.

In addition, another part of the components according to the 'What makes great teaching' report is the quality of instruction and this is seen to have a positive impact on student outcomes, due to the use of effective questioning and also the use of assessment by teaching. This also relates to the use of scaffolding which has links to Vygotsky's zone of proximal development, whereby there is an area in which practitioners offer help in order to bridge the gap in students' knowledge and whereby they can achieve goals and outcomes independently (Vygotsky, 1934). This can be seen throughout literature to be an essential part of effective teaching for numerous reasons, however one of the main reasons can be seen to be the importance of questioning and how effective this is undertaken by practitioners. It is highlighted by Le Zhang (2018) that questioning is extremely important, due to the use of ranging questions in order to inspire deeper thoughts and feelings, but also to provide opportunities to students to analyse their own thinking, and also their peers in order to develop their own knowledge.

Furthermore, assessment for learning can be seen as an essential pedagogical principle for numerous reasons. The WAG (2019) suggest that learners need to be able to apply new skills in an effective manner throughout their lives, due to the fast-paced nature of our society. They highlight that AfL is the process in which learners find out where they are within a learning continuum, but also what direction they need to go and which is the best way to get there, and this is in a formative assessment manner. Throughout academic research assessment for learning (AfL) is seen as relatively positive, however it can be highlighted that different researchers believe different aspects of AfL are seen as more of a priority than others. For example, Black and William (1998) express the importance of assessment for learning however, highlights throughout 'inside the black box', the importance of raising standards especially through the use of inspections and school planning. Additionally, it was expressed how effective assessment for learning strategies can be on student outcomes in general.

Whereas, The British Council (2019) suggest that AfL strategies can certainly improve and raise standards, however the correct strategy is needed in order to achieve this. This is as not all strategies will be appropriate for all learners, due to everyone having different needs.

It is clear to identify similarities within this area however, certain researchers have different viewpoints.

Conclusion about progress on implementation (making reference to illustrative examples and reading)

Pedagogical principle: Good teaching and learning means employing assessment for learning principles.

At the beginning of Professional Teaching Experience (PTE) part 1, I found providing learners with opportunities to carry out assessment for learning (AfL) challenging, due to having little experience of the foundation phase, and the way in which the system in this particular school operates. At the beginning of this placement, I found planning for AfL relatively straightforward, as guidance was given to myself by my class mentor, but I also knew the importance of implementing AfL strategies within the classroom environment. All three examples for this principle identifies that AfL strategies were planned throughout each lesson, however they were not always the correct choice for this particular class, due to the age and my inexperience within the foundation phase.

Furthermore, I initially found implementing AfL strategies throughout year 1/2 sometimes a little challenging due to their age, this is due to sometimes students simply copying their peers' thoughts and not their own. Hattie (2012) indicates the importance of knowing students, and I felt like applying AfL at the beginning of PTE 1 challenging due to the range of learners within my class, and myself not knowing the students at this particular point within my PTE 1. Additionally, I found the range of AfL strategies challenging as I was not sure which was best for this particular class, and them as individuals.

Black et al (2007) highlights the difficulty with AfL, as not every method works for each learner however, it is expressed that the use of effective AfL methods for each learner can lead to overall higher attainment. I find this piece of work interesting as initially, I would implement the AfL strategy 'thumbs up and down' and the end of a lesson in order to gain an understanding of the pupils' knowledge and what they had learnt. However, it was easy to identify that certain students would simply 'copy' their peers' ideas. Therefore, it was essential that a range of different strategies were in place in order to accommodate the needs of the students within this particular class. Therefore, I adapted the strategy 'two stars and a wish' to 'one star and a wish' due to the age of the class I was teaching, and this was a real success as noted in illustrative example 2 for this principle. Clarke (2005) highlights that the more common two stars and a wish allows pupils to have a growth mind set, where they can believe effort leads to success, believe in their ability and also gain personal success from this particular AfL strategy. Furthermore, Black and William (1998) indicates the importance of trying and testing a range of different strategies in order to find the most appropriate ones for your learners. And I can certainly relate to this due to going through this process.

Furthermore, at the beginning of the placement, my knowledge regarding different AfL strategies was extremely limited due to my inexperience within the foundation phase. Dweck (1986) and Hattie (2012) express similar views on the fact one needs to know the range of abilities and strategies available in order to meet the needs of the pupils within ones' class, and this is something I did not have at the beginning of my placement and this is what I initially found challenging. However, having observed both class mentor and the class I began to develop confidence and gain vital knowledge in regard to different AfL strategies, additionally having observed a range of classes within the foundation phase it gave me real confidence and vital practical experience in order to introduce new strategies to the classroom environment. This also has close links to Donaldson's (2015) pedagogical principles 'building on previous knowledge and experience to engage interest'. This is due to myself building on my own AfL knowledge in order to provide a competent and successful experience for the learners within my placement class.

Towards the end of this placement, I felt more confidence in regard to selecting the appropriate AfL strategies for the class I was placed in, due to me understanding the range of learners within the class, and also due to my knowledge regarding this area developing in a positive manner. As previously explored, this was mainly due to observations and my own research relating to this area. I understand in PTE part 2, being in KS2 AfL strategies can be completely different to that in the foundation phase, due to the nature of the classroom setting, and the age of the learners, therefore it is essential that I continue my professional development and begin to recognise the differences between the two key stages with regard to AfL strategies, in order to provide successful AfL strategies to the learners within KS2.

Pedagogical principle: Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competency.

Cross-curricular teaching is seen to be an important aspect within teaching, and many academics believe that it has the ability to raise academic standards, as students can start to link ideas together from a range of different subjects (Barnes, 2015). Furthermore, it is identified throughout literature that cross-curricular teaching approaches can be seen as motivating, enjoyable and have the ability to create relative meaning to the curriculum (NFER, 2011; Robinson and Aronica, 2010; Wrigley et al, 2012). This is interesting as I can certainly relate to this, now having completed PTE 1. At the beginning of PTE 1, I found planning and implementing cross-curricular responsibilities in certain subjects more challenging than others. For example, embedding it throughout literacy and numeracy I found ok, this is as I used the literacy and numeracy frameworks when planning for this aspect and also as we can see throughout illustrative example 1 for this principle. As you can see, I incorporated a cross-curricular approach to a numeracy lesson, which was a success as the pupils seemed to be engaged in the process, and certainly remembered the concept of the lesson, which links to Barnes' (2015) idea that cross-curricular teaching can raise academic standards. Furthermore, after completing several lessons using this cross-curricular approach, I found both the planning and implementation easier, due to having more experience and understanding within this area than previously. This is due to myself researching the area in depth, to really understand how cross-

curricular teaching works within the foundation phase, but also the importance it holds throughout teaching as a whole (WAG, 2019).

In addition, Estyn (2016) highlights that cross-curricular aspects can stimulate learning and focus pupils' interests, and by doing so, raise attainment levels. This has close links to other academic research which has previously been discussed, however initially at the start of PTE 1, sometimes I found engaging students a challenge as I just tended to teach a lesson as a literacy lesson and not incorporate any cross-curricular elements within. However, after observing my class mentor, and other teachers within the foundation phase, I quickly realised that implementing cross-curricular links was an essential part of teaching within this particular school. Therefore, the following lesson I taught was Physical Literacy lesson as illustrated in example 3 for this principle, this is where I included cross-curricular elements within such as music and literacy. I found the implementation of this a great success, as all pupils were engaged in the lesson, and expressed how much they enjoyed it. Having completed this first cross-curricular 'lesson' I then found planning of this principle ok, due to the school planning in this manner. In regard to the implementation of this principle, like previously expressed, I found it a challenge as it was a new experience for myself and something I had never done before, therefore my confidence was low, however after observing my class mentor and other teachers I found myself in a more confident position as I understood the process of implementing cross-curricular responsibilities within the classroom. Additionally, once I had completed my first lesson in this manner, and saw the successful outcomes I quickly realised the importance it holds within the classroom, and how it has the ability to raise attainment if taught in the correct manner. On the other hand, I did find it challenging to plan and implement the use of the digital competency. I did not find many opportunities to incorporate this into my teaching on PTE 1, and this is something I need to develop going forwards into PTE 1, part 2. Donaldson (2015) highlights the importance of digital competency throughout the classroom environment, especially within Successful Futures, as it attitudes, skill set and the knowledge needed to create confident and creative individuals needed for the future. Therefore, for part 2 of this placement I am going to ensure this is an area I will work on, and being in KS2 I feel more opportunities will arise for me to do so, in order to improve my knowledge and understanding, yet providing this essential skill to the learners.

Moving forwards, I need to ensure that I carry on improving this aspect of teaching, especially as it is highlighted within Donaldson's Successful Futures (2015) the importance of cross-curricular learning, and this is the way forwards for Wales as the new curriculum is going to take this approach forwards. Therefore, I need to recognise within my upcoming placement in KS2, the importance this pedagogical principle has on learning, I understand it will look different within KS2 as concept can be taught in a range of manners, therefore I will need to ensure I am fully aware of the ways in which to plan and implement this principle effectively in KS2, like I have done within the foundation phase.

Pedagogical principle: Good teaching and learning creates authentic contexts for learning.

Authentic learning can be identified as the approaches which allow students to explore, and discuss real-world ideas which are relevant to the learner (Holt, 1967). Furthermore, it is widely identified throughout academic literature the importance authentic learning holds within a classroom environment. Pearce (2016) similarly expresses the importance of authentic learning within the classroom environment, as it has the ability to connect learning to the wider world, and additionally establish curiosity among learners. Dewy (1915) also has connecting thoughts as they suggest authentic contexts are an important learning experiences for students, as learners can utilise experiences inside and outside the classroom, which has the ability to prepare students for their personal and professional lives.

These are interesting ideas, which I can closely relate to having completed my time within the foundation phase. At the beginning of PTE 1, due to the lack of experience I had within the foundation phase, I was apprehensive as I did not really understand how to teach in an authentic manner within year 1 and 2, and the first lesson I taught was not taught in this manner. However, after having feedback from my class mentor and observing a number of lesson I quickly started to realise the importance of teaching in an authentic manner. Nicaise *et al* (2000) indicates the importance of authentic learning for students, as it has the ability to adapt behaviours and decision making. This is interesting as once I began to teach using authentic approaches, I could see the difference it made to the students. I felt they were more interested and engaged in the lesson when I used authentic approaches. After a struggle at the beginning of PTE

1 to implement authentic context, due to lack of experience and knowledge I began to find the implementation of this pedagogical principle beneficial for both learners and myself. Once I was regularly implementing authentic learning within my lessons, I saw a huge difference within the learners within my illustrative example 2 for this principle, it can be seen that an authentic manner was used within this particular lesson, and it was a real success. This was apparent as the students were talking about this lesson for a while, and expressed how much they enjoyed this particular lesson. However, it was clear throughout the work they produced, as they were able to clearly identify and talk about what we had been doing within that lesson, and really understood the concepts of the lesson.

Again, in illustrative example 3 for this principle, I undertook an authentic approach to teach time within year 1 and 2, which can be a challenging concept to teach. I used this approach as the students could make their own clocks and show what a particular time is, rather than simply filling a worksheet in, which I believe was not the most effective and appropriate way of teaching this topic. Barnes and Shirley (2007) express the importance of learning through doing and this is the approach I took in this particular lesson. I believe it was a successful lesson, as the learners were able to show using their clocks, particular times I set for them.

Planning and implementing authentic contexts at the beginning of PTE 1, was a challenge for me as I have previously explained, due to the lack of experience, knowledge and understanding I had. However, now I have completed my first placement, I can look back and see the importance of the planning and implementation of this pedagogical principle. I now believe I have the knowledge and understanding of what is needed when planning and implementing this approach, due to the support which I have received, but also my own research which was undertaken surrounding this area. As Wales move forward with their new curriculum, Donaldson (2015) highlights the importance of teaching in an authentic manner and the benefits it can have on learning as a whole. Therefore, in my future practice I will ensure that this pedagogical principle is one I continue to develop, and understand in detail in order to teach as competently as possible.

Overall, it is clear to identify the importance that each pedagogical principle holds within education within the primary setting. Furthermore,

it has been identified throughout each principle the areas which were challenging throughout PTE part 1, however throughout this process many valuable experiences have been taken in order to improve my teaching as a whole, but also including the three principles which have been discussed throughout. It is imperative, that I continue to develop the planning and implementation of all three principles into KS2, and will do so by personally researching key ideas, but also by observing the class teachers, and other experienced members of staff throughout the school.

References

Barnes, J. (2015) *Cross-Curricular Learning 3-14*, 3rd edn. London: Sage.

Black, P. et al., 2007. *Assessment for Learning*, Maidenhead: McGraw-Hill Education.

Black, P. and William, D. (1998) Assessment and classroom learning, *Assessment in Education*, 5(1); 7-71.

British Council (2019) *Assessment for Learning*. Available at: <https://www.teachingenglish.org.uk/article/assessment-learning> (Accessed: 15th October 2019).

Clarke, S. *Formative Assessment in Action: Weaving the Elements Together*. Hodder Arnold: 2005. ISBN: 978-0340907825

Dewey, J 1915, *The School and Society*, U of Chicago, Chicago, IL.

Donaldson, G. (2015) *Successful Futures*. Crown Copyright. Cardiff. Available at: <http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf>

Dweck, C.S. (1986) Motivational processes affecting learning,

American Psychologist (Special Issue: Psychological Science and Education), 41(10): 1040-8.

Estyn (2016) *Cross-curricular themes that develop pupils' key skills*. Available at: <https://www.estyn.gov.wales/effective-practice/cross-curricular-themes-develop-pupils'-key-skills> (Accessed: 24th November 2016).

General Teaching Council for Scotland (2019) *What is Professional Learning?*. Available at: <https://www.gtcs.org.uk/professional-update/what-is-professional-learning.aspx> (Accessed: October 2019).

Hattie, J (2012) *Visible learning for teachers* Routledge. (New York & London)

Holt, J. (1967),(1969). *How children learn*. Pitman Publishing Corporation: New York

Le Zhang, 2018. A Survey of Effective Classroom Questioning in College English Teaching. *Journal of Language Teaching & Research*, 9(2), pp.328–336.

Muijs, D, Kyriakides L, van der Werf G, Creemers B, Timperley H & Earl L (2014) State of the art – teacher effectiveness and professional learning, *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 25:2, 231-256

NFER (2011) ,Was it right to abandon the creative curriculum?', www.nfer.ac.uk/nfer/

Nicaise, M, Gibney, T, Crane, M, 2000, 'Toward an Understanding of Authentic Learning: Student Perceptions of an Authentic Classroom', *Journal of Science Education and Technology*, vol. 9, no. 1, pp. 80.