

ECAD6008 Assignment

Wednesday, November 13, 2019 5:45 PM

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Assignment Title: 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.

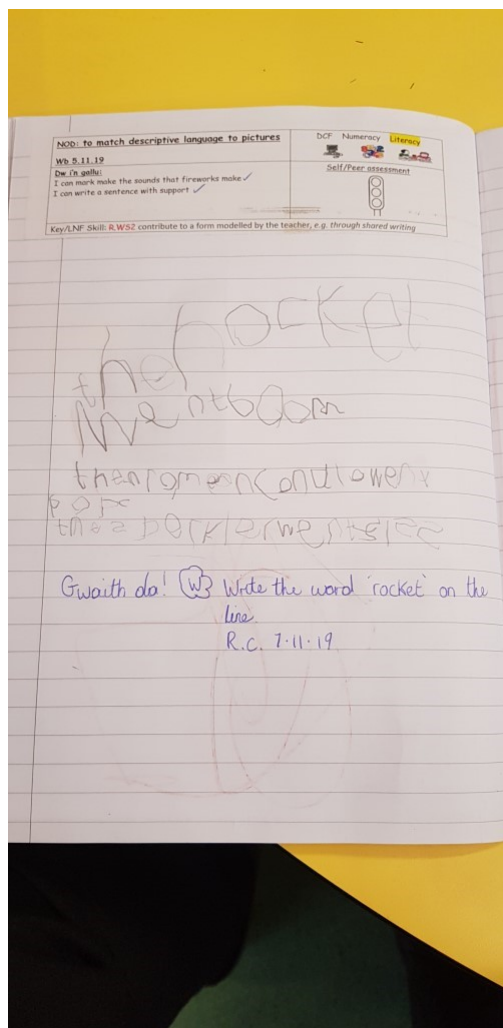
Pathway: primary PGCE

OneNote Link:

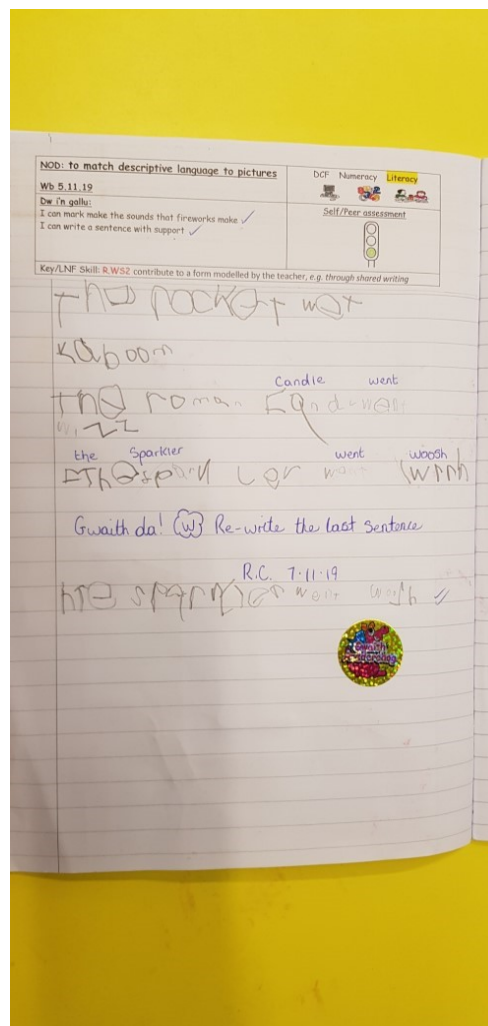
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Illustrative Example 1

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Example A (by Learner A)



Example B (by Learner B)

In this bonfire night onomatopoeia literacy lesson with a reception class, I included a number of assessment for learning strategies including formative and peer-assessment. I used these strategies as they provided instant feedback during the task that that learners could use to develop. Example A illustrates a learner's improvement in writing after receiving formative assessment and being peer-assessed during the lesson. I assessed the learner's work during the lesson and advised Learner A to use the Read Write Inc. letter formation sheet when forming each letter. I was working with a group of four learners and at this point I asked the group to peer-assess each other's work. Learner B suggested that learner A should focus on presenting their writing on the line. The peer assessment was particularly beneficial to Learner A, as not only did they receive the verbal feedback, but they could see a model of learner B's feedback through assessing Learner B's work. After using the letter formation sheet and adopting Learner B's feedback, Learner A showed a vast improvement in the presentation of their work as seen in Example A. Perhaps in future lessons, having become more familiar with the learner's current ability levels, I could provide the appropriate scaffolding at the beginning of the lesson. I could also include more specific success criteria.

Illustrative Example 2

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Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to use musical instruments to represent a firework display and create a performance which will be filmed.

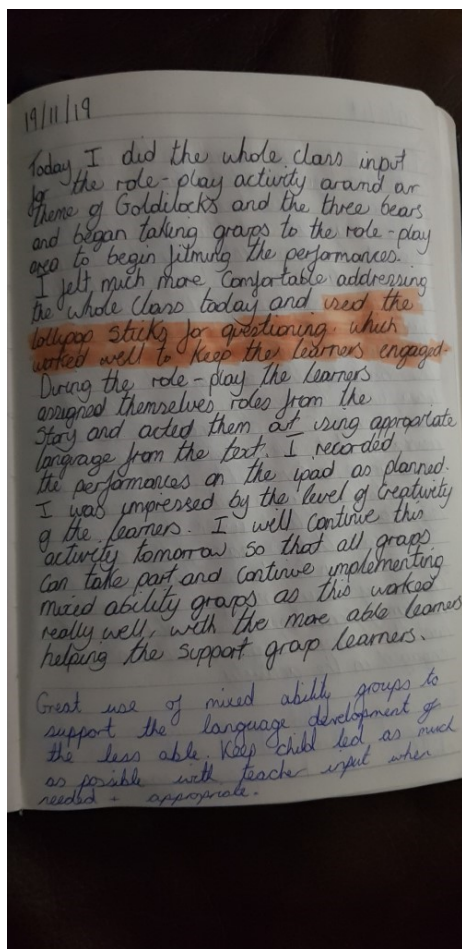
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
- Learners understand that different instruments make different sounds. - Learners can use relevant instruments to represent different fireworks.	- Learners must experiment with different instruments to gain an understanding of the different sounds they make - Learners must demonstrate creativity when relating different instruments to firework sounds

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)	- I will explain success criteria - I will recap onomatopoeia lesson to demonstrate different firework noises. - I will introduce different instruments and question learners about the different sounds that they make.	- Learners discuss different sounds from onomatopoeia lesson. - Learners test different instruments. - Learners discuss which instruments represent different onomatopoeic sounds.	Variety of instruments.
Teaching & Core Learning	- I will take learners in ability groups - We discuss who will represent each firework with each instrument.	- Learners decide which order they will perform in. - Learners perform musical firework display - I film performance	Variety of instruments.
Plenary	Learners talk about what instruments they have chosen to represent different fireworks and why.	Learners can watch back performance on iPad.	Variety of instruments and iPad.

In this bonfire night themed music lesson in a reception class, I clearly communicated the success criteria with the learners and developed the lesson to help the learners to meet the success criteria. As highlighted in the lesson plan above, I explained the success criteria at the beginning of the lesson to allow the learners to understand how to be successful within this lesson. I also created the lesson with the success criteria in mind, giving the learners an opportunity to experiment with different instruments so that they could hear the different sounds they make and also by revisiting a previous lesson, where we discussed the different onomatopoeia words associated with fireworks, this gave the learners a better chance of being successful. The clear communication of the success criteria at the beginning of the lesson worked well because all the learners had the same aims from the beginning and through the structure of the lesson were able to meet them. Whilst communicating the success criteria, I used the language contained in the lesson plan, which was quite difficult for the reception class to understand and I found myself having to explain it in more age-appropriate language. In future lessons I will word my success criteria in language that is appropriate to the learners.

Illustrative Example 3

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Time (Length of lesson)	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)
(Length) Opening phase (with links to prior learning)	- Tell the class that we have received a parcel from the three bears with a letter thanking them for writing a story map last week and asking them to act out the story. - Question learners about key points in the Goldilocks story and how the characters are feeling (use lollipop sticks)	Open the parcel, which will contain three bear masks and a Goldilocks mask and ask the learners where they think will be best to perform our role-play activity – use lollipop sticks for ideas and then have a hands-up poll.	Parcel, Masks, letter
(Length) Teaching & Core Learning	split the learners into mixed ability groups and ask them who wants to be which character.	- Groups take turns re-enacting the story of Goldilocks and the Three Bears - I film the performance on an iPad. - I will also take pictures of the learners acting out key points in the story for a future lesson.	Masks, iPad
(Length) Plenary	I ask learners to share and discuss what they enjoyed about the activity. (use lollipop sticks)	Learners can re-watch their performances on the IWB.	IWB

In this Goldilocks and the Three Bears role-play lesson in a reception class I used lollipop sticks during questioning. I used lollipop sticks because in previous lessons I noticed that only a small group of the learners were raising their hands to answer questions and this meant that other learners were becoming disengaged in the lesson and causing minor disturbances. My aim was to encourage the whole class to become engaged in the lesson by picking people at random for questioning. As highlighted in the lesson plan above, I used the lollipop sticks at every questioning opportunity to ensure the learners became familiar with the strategy and the result, as highlighted in the above journal entry, was that the learners were kept engaged in the lesson. When I first began to use the lollipop sticks, I noticed that while I was picking a lollipop stick out between questions there were some minor disturbances, however I was able to solve this by asking the learners to give me a drum roll with their hands on the floor while I picked the next learner, this introduced a fun element to the lesson and furthered the learners level of engagement.

Illustrative Example 4

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Lesson Plan – Step 1

Student-teacher	Ross Chislett	Class:	Reception
AoLE or Subject	Expressive arts	Date:	18/11/19
Lesson Focus:	Goldilocks and the Three Bears role-play		
Meaningful links to Curriculum	Share feelings through physical play		
Meaningful links to: Cross Curricular Responsibilities	LLC - Use appropriate language when taking part in a role-play activity		
Personal Targets (Linked to QTS and identified in weekly review)			
• Pedagogy – record and report data appropriately			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - Interpret feelings of and act like key characters from Goldilocks and Three Bears - Use language relevant to Goldilocks and the Three Bears when taking part in the role-play activity

Lesson 1

Time (Length of lesson)	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)
(Length) Opening phase (with links to prior learning)	- Tell the class that we have received a parcel from the three bears with a letter thanking them for writing a story map last week and asking them to act out the story. - Question learners about key points in the Goldilocks story and how the characters may be feeling (use lollipop sticks)	Open the parcel, which will contain three bear masks and a Goldilocks mask and ask the learners where they think will be best to perform our role-play activity – use lollipop sticks for ideas and then have a hands-up poll.	Parcel, Masks, letter
(Length) Teaching & Core Learning	split the learners into mixed ability groups and ask them who wants to be which character.	- Groups take turns re-enacting the story of Goldilocks and the Three Bears - I film the performance on an iPad. - I will also take pictures of the learners acting out key points in the story for a future lesson.	Masks, iPad
(Length) Plenary	I ask learners to share and discuss what they enjoyed about the activity. (use lollipop sticks)	Learners can re-watch their performances on the IWB.	IWB

Lesson 2

In this Goldilocks and the Three Bears role-play lesson with a reception class, I used a cross-curricular approach. As highlighted in the lesson plan above the lesson focused on expressing the feelings of the characters from the story, a skill from the expressive arts AoLE, and the use of appropriate language in role-play, a skill from the language, literacy and communication AoLE. I used a cross-curricular strategy within this lesson because the two skills from separate AoLE's complemented each other naturally. It can be hard to develop oracy skills just through talking activities, but by including the oracy within a role-play activity, the learners were able to develop their oracy skills naturally whilst also developing in the expressive arts. As seen in the lesson plan above learners discussed the key points in the story and how the characters may be feeling at the beginning of the lesson, and this helped them during the role-play activity. The

learners were quite familiar with the story before this lesson as we had read the book a number of times and were able to discuss it using appropriate language and recall of events from the book. The cross-curricular strategy of this lesson was effective, as most learners successfully interpreted the feelings of the characters from the story and used appropriate language when acting out events. Some learners however, struggled to use appropriate language from the story during role-play and I feel that they may have benefitted from a phrase bank to help scaffold the learning, which is something I could introduce in future lessons.

Illustrative Example 5

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Lesson Plan – Step 1

Student-teacher		Class:	Reception
AoLE or Subject	Mathematics and numeracy	Date:	25/11/19
Lesson Focus:	Learners will find natural resources in the forest school area and order the from tallest to shortest		
Meaningful links to Curriculum	use direct comparisons with length, height and distance, <i>e.g. longer/shorter than</i>		
Meaningful links to: Cross Curricular Responsibilities	Health and wellbeing – Exploring outdoors Welsh – Use welsh words for leaves (<i>dail</i>), twigs (<i>brigyn</i>), and stones (<i>carreg</i>)		
Personal Targets (Linked to QTS and identified in weekly review)			
Professional learning – Welsh language skills			

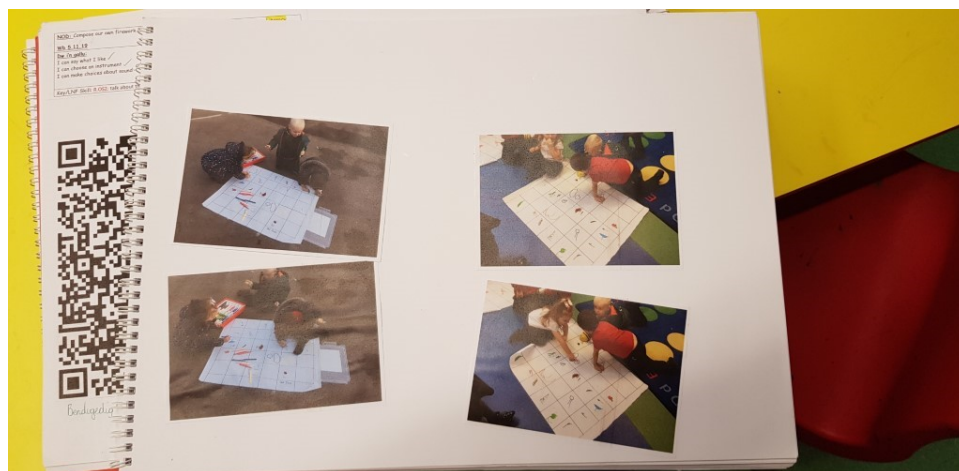
Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:
Order objects by size

In this messy maths lesson with a reception class I used a cross-curricular strategy to enhance and deepen the learning. The lesson objective, as highlighted in the lesson plan above, was to order objects by size. While planning this lesson my initial intention was to teach it in the classroom and compare the size of objects from inside, however I felt that this lacked imagination and as the school had great outdoor facilities, I saw that there was an opportunity to make the lesson more interesting by allowing the learners to explore outdoors and find and compare natural resources. During this week I was also focusing on developing my own Welsh language skills and so decided to include some Welsh words within this lesson for my personal development and for the development of the learners as highlighted in the lesson plan above. During this lesson I allowed the learners to collect a number of natural resources from the forest school area by exploring and then asked them what they had found before telling them the Welsh word for this and getting them to repeat it back to me. Finally the learners met the lesson objective by ordering the objects they had found by size. The learners appeared very engaged in this maths lesson and I feel this was mostly down to the outdoor nature of the lesson which was a cross-curricular strategy. By using natural resources, the learners could clearly compare the size of the objects and also repeat the experiment at home. The Learners were also able to repeat the Welsh words that I had told them back to me however, I will need to continue using these words in future lessons so that the learners can commit them to long-term memory and use them with confidence.

Illustrative Example 6

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Lesson Plan – Step 1

Student-teacher		Class:	Reception
AoLE or Subject	Humanities	Date:	29/11/2019
Lesson Focus:	Create a map of our forest school area showing key landmarks		
Meaningful links to Curriculum	Understand given directions		
Meaningful links to: Cross Curricular Responsibilities	Expressive Arts – drawing landmarks on the map DCF – introduction to coding through use of bee bots		
Personal Targets (Linked to QTS and identified in weekly review)			
Professional learning – Welsh language skills			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - Create a map using landmarks from the school playground - Navigate map using the bee bots

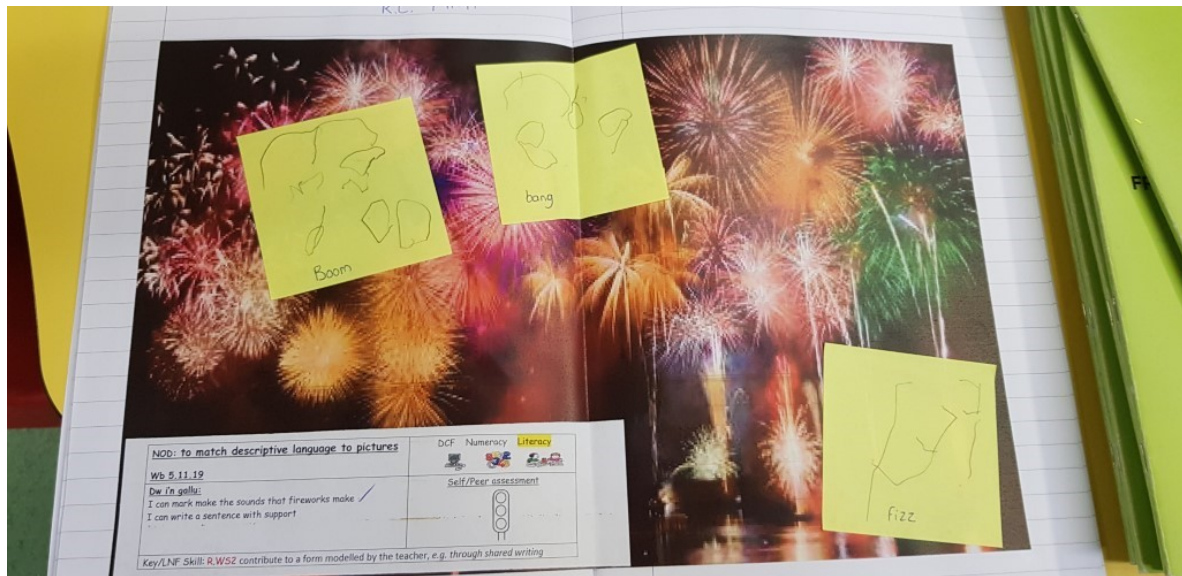
In this lesson with a reception class, the learners had to create a map of the school playground and then use the bee bots to navigate the maps. During this lesson, as highlighted in the lesson plan above, I used a cross-curricular approach, including an element of digital competence within a humanities lesson. This humanities lesson presented a good opportunity to include some DCF skills as the use of the bee bots not only fitted naturally within the lesson, but also added a fun element that kept the learners engaged. I prepared a grid before this lesson on which the bee bots could function and as shown in the pictures above, the learners used the grid to create their maps by drawing key landmarks from the school playground. The grid was also useful in helping the learners segregate their maps and understand where landmarks should be placed in relation to each other. Once the maps were finished the learners used the bee bots to navigate to different landmarks on their maps. The bee bots were a particularly effective tool for this lesson as the learners had previously been playing on an app on the iPads which used the same coding commands as the bee bots. The cross-curricular theme of this lesson was successful as the two subject areas naturally fitted together and provided a natural learning experience. Although the learners were able to successfully place landmarks in the correct location on their maps and navigate them, I feel that more use of the language of directions would have deepened the learning and perhaps the introduction of a key on the map with arrows similar to those on the bee bots corresponding to directional words would be beneficial in future lessons.

Illustrative Example 7

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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)	New topic – introduce concept of bon fire night through a YouTube video with no sound.	Learners discuss what is missing from the video using past experiences.	YouTube.
Teaching & Core Learning	- Learners to think, pair, share to discuss what noises fireworks make. - Learners are introduced to the word 'onomatopoeia'	- Learner pairs share different firework noises they remember - I will write down the learners' ideas - Learner pairs decide which firework different noises will match with and then stick them on our A3 firework display.	YouTube, post it notes, A3 display
Plenary	Learners are asked to read back onomatopoeic words off the post it notes on the firework display.	Learners hear video with sound and discuss if they matched the sounds correctly.	YouTube, post it notes, A3 display.

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)	Learners are introduced to a picture of a firework display in their workbooks. Learners recap onomatopoeic words by reading them from post it notes created in previous lesson	Learners discuss noises fireworks make using own experience. Learners discuss different onomatopoeic words they remember from previous lesson. Learners read onomatopoeic words from post it notes.	Firework display from previous lesson.
Teaching & Core Learning	Learners discuss what sounds the fireworks will make.	Learners will write different onomatopoeic words in their books to represent different fireworks on firework display picture.	Firework display print out, workbooks.
Plenary	Learners discuss why they chose different sounds for different fireworks.	Learners peer assess each other's work.	



In this bonfire night themed onomatopoeia writing lesson the learners drew on their own real-life experiences to give the lesson an authentic context. Before this lesson, the learners had shown a real enthusiasm towards the topic of bonfire night and had either been to see a firework display, heard fireworks at home or were going to see a firework display and were able to discuss many onomatopoeic words relating to fireworks. I planned this lesson to take advantage of the learners' natural enthusiasm and experiences regarding fireworks. As highlighted in the lesson plan above, the learners discussed various onomatopoeic words relating to the sounds from their own experiences with fireworks and then began writing them in their books. The example shown in the picture above was from a learner in the support group, and was not generally enthusiastic about writing tasks, however this learner was very enthusiastic whilst discussing their experience at a firework display and tried very hard to form letters correctly. Using authentic context was very successful as the learners were able to draw on their own experiences that were relevant and enjoyable to them, and this resulted in an increase in learner engagement. Although it would be impossible to expose the learners to real fireworks during a lesson, in future attempts at giving a lesson an authentic context, I would like to present more opportunities for the learners to have concrete experiences.

Illustrative Example 8

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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)	learners will bring a teddy bear into school. I will explain that we will be talking about our teddy bears together.	Learners will take turns telling the group the name of their teddy and how the teddy makes them feel	Teddy bears
Teaching & Core Learning	I will show the class my teddy bear and explain how it makes me feel	I will tell the class about a time when I lost my teddy and we will discuss how they think it made me feel and why. We will then discuss ways in which I could make myself feel better. I will write the learner's ideas on the whiteboard.	Teddy bears
Plenary	I will then tell the class that I found my teddy, and we will discuss how that made me feel.	Learners have a chance to play with teddy bears and introduce them to each other	Teddy bears

in this bring a bear PSE lesson with a reception class, I created an authentic context. It can be difficult to discuss feelings with learners in this age groups as they lack the language and understanding around such complex issues. I decided to give the lesson an authentic context by asking the learners to bring in their favourite teddy bears and I brought one too. As highlighted in the lesson plan above, we then introduced our bears and discussed how they made us feel before I told the learners a story about me and my bear which gave them a chance to explore some different feelings and actions we can take to make ourselves feel better. By allowing the learners to bring their own teddy bears to school, I feel it allowed them to discuss feelings that were relevant to them and by listening to others experiences, it allowed them to begin to consider the feelings of others. The authentic context was successful because the learners could use their teddy bears to talk about feelings relevant to themselves in an age-appropriate manner and the learners were keen to share different strategies for coping with different emotions. In sharing my teddy bear story with the learners, they were able to consider the feelings of others, however I felt that I lead the lesson too much and in future lessons it would benefit the learners more if they could lead the conversation, which will become more achievable as the learners develop their emotional literacy.

Illustrative Example 9

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Time (Length of lesson)	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)
(Length) Opening phase (with links to prior learning)	Explain to the learners that baby bear has asked us to collect some materials for him to build an outdoor den, but they can't be heavier than baby bear himself or they will be too heavy for him to carry.	Support the learners in finding objects in the classroom and comparing their weight with baby bear using the balance scales.	Baby bear teddy, balance scales and various natural resources to weight
(Length) Teaching & Core Learning	- Take ability groups of learners into the forest school area - Collect natural resources for baby bear to build his den - Weigh items with them balance scales.	- learners will collect various natural resources and weigh them using balance scales. - Support group will collect items and weigh them against the baby bear teddy. If they are heavier, they will go in the 'too heavy pile' and if they are lighter, they will go in the keep pile. - The main group will collect items and order them from heaviest to lightest. - The more able group will use a non-standard measure (cubes) to weigh the items. - I will take pictures of the activity to go in the learners' books.	Baby bear teddy, balance scales, various natural resources to weight, keep box, too heavy box, cubes.
(Length) Plenary	Assess the learning by asking the learners to find two objects and tell me which one is heavier, and which is lighter.	- Learners find objects - Learners weigh objects - Learners describe which object is heavier and which is lighter	Various items and balance scales.

In this messy maths weighing lesson, I created an authentic context for the lesson. As highlighted in the lesson plan above, the lesson took place in the forest school area and the learners had to weigh various natural resources using a balance scales, to determine heavier and lighter items. I decided to teach this mathematics lesson in this manner after another teacher at the school had returned from a messy maths course which promoted the benefits concerning learner engagement and learner progress when maths is given an authentic context. Teaching the lesson this way gave the learners a concrete experience, which is important in this age group and as a result the learners did appear more engaged than in previous maths lessons taught in the classroom and also all learners were able to meet the learning objective seen above. When I spoke to the learners throughout the lesson, they stated how much they enjoyed the lesson and this was rewarding as a teacher, as the learners were making progress and having fun. During this lesson I witnessed the benefits to the learners when presenting a lesson in an authentic way and I feel I will now need to find a way to introduce this into other subject areas.

Critical Reflection

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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.

Introduction

As the teaching profession in Wales moves towards the adoption of the new curriculum in 2022, it is crucial that both student teachers and experienced practitioners alike begin to consider the new curriculum's twelve pedagogical principles. Donaldson (2015), states that in order for the new curriculum to be successful, it will depend on good teaching within classrooms across Wales and the pedagogical principles will underpin what constitutes good teaching.

The purpose of this portfolio is to present a critical reflection, which reflects on my planning and implementation of three of the twelve pedagogical principles whilst on professional teaching experience (PTE) in a school in rural south Wales. The PTE has provided an opportunity to research, plan and implement the three chosen principles within a school environment. This critical reflection will firstly review the literature concerning effective teaching and learning, focusing on the three chosen principles, before critically reflecting on my planning and implementation of these principles, whilst also referring to illustrative examples that were collected during PTE.

Literature Review

In order to be truly critical when reflecting on progress made in the planning and implementation of the three chosen pedagogical principles, it is first necessary to explore the reasons why these principles promote effective teaching. To do this we can examine the literature regarding each of the chosen principles.

The pedagogical principle '*Good teaching and learning means employing assessment for learning principles*', signifies the importance that Donaldson (2015) places on assessment for learning (AFL) principles within the new curriculum. This is further exemplified later in *Successful Futures* (Donaldson, 2015), when a whole chapter outlining recommendations for changes to assessment in Wales stresses the importance of an AFL approach. So, what is AFL and why is it considered paramount to effective teaching and learning? Broadfoot (2007) and Stiggins (2002), describe AFL as a formative assessment approach which takes place before, during and after the learning, as opposed to a summative assessment approach which takes place after the learning and can be labelled assessment of learning (AOL). Black & Wiliam (1998) suggest that formative feedback as part of an AFL approach can approximately double the rate of learning. Hattie (2009), synthesises data from over 50,000 studies to conclude that quality feedback and quality teaching have the highest effects on learner progression. Hattie labels quality teaching as visible learning which utilises the key elements of AFL such as providing clear objectives and success criteria and using formative, peer and self-assessment.

The literature examined hitherto demonstrates why AFL principles are paramount to effective teaching and learning. Principles such as clear objectives, clear success criteria and formative, peer and self-assessment, appear to include the learner in the assessment process and actively promote progress before, during and after the learning. These are oppositional to AOL principles, which don't involve the learner in the assessment process and take place after the learning. Having established the relevance of this pedagogical principle, the literature regarding some specific AFL principles can now be examined.

Formative feedback forms the backbone of AFL, but some methods of feedback can be more effective than others. In a meta-analysis of different methods of feedback, Hattie and Timperley (2007) conclude that feedback specific to performing a task better is more effective than feedback based on the individual such as praise. Shute (2008) states that the main goal of formative feedback is to enhance the learning, performance or both, and should be specific and related to the learning objective or success criteria. In addition to formative feedback, peer assessment can also be effective. Topping (2009) notes that peer assessment has been successfully implemented with a variety of age groups, and evidence suggests that the quality

of learning is comparable to formative assessment, with both the learner assessing and being assessed sharing the benefits. Success criteria is also an integral AFL principle. Heritage (2007) states that success criteria is the guide to learning whilst the learner is engaged in the learning task and it provides the framework for formative assessment. Wiliam (2007) states that success criteria allow the learner and the teacher to check that the criteria for learning has been met, however he warns that they need to be communicated clearly otherwise they can become detrimental to progress. Finally, effective questioning is an essential AFL principle. Many types of questioning exist, but a common problem when questioning can be maintaining whole class engagement. One solution to this problem can be having the learner's names on lollipop sticks and picking names at random for questioning. Wiliam (2009) states that the lollipop strategy can be effective at maintaining learner engagement when questioning learners of all ages because it selects learners randomly.

It proved difficult to find any relevant contrasting arguments to the benefits of AFL principles presented in the argument above. The evidence explains how the different AFL principles work together before, during and after the learning process to promote effective teaching and learning and provides some indication how to effectively implement this pedagogical principle. The literature regarding the second chosen pedagogical principle will now be explored.

The pedagogical principle *'Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them'*, recommends that literacy, numeracy, digital competence and wider skills comprising of critical thinking and problem solving, planning and organising, creativity and innovation and personal effectiveness should be embedded naturally and authentically within teaching and learning (Donaldson, 2015). This principle places these responsibilities in high regard, but why are these responsibilities important to effective teaching and learning?

This pedagogical principal appears to promote the development of learners beyond the classroom and empowers them as creative, independent thinkers, ready for future employment. Goleman (1999) suggests that most employers now seek flexible and creative thinkers in addition to academic achievers. Csikszentmihalyi (2004) similarly states that modern employers seek independent thinkers and interestingly, in his *flow* concept, Csikszentmihalyi promotes clear goals and immediate feedback (AFL principles) to develop this attribute. As well as contributing towards the production of citizens ready for future employment, a cross-curricular approach appears to boost academic achievement. Barnes (2015) uses research from pedagogy, neuroscience and psychology to argue that a cross-curricular approach makes learning more accessible by providing learners with more opportunity to practice key disciplines in new contexts and this makes acquiring new knowledge and skills easier. Barnes also supports the use of formative assessment within a cross-curricular approach which again interrelates with the previous principle. A contrasting view can be observed in a report dubbed *'The Three Wise Men Report'* (Alexander, Rose and Woodhead, 1992). The report argues that cross-curricular learning, when presented with weak links between subjects, can lead to reduced progress being made and this has led to falling standards in literacy and numeracy. The report contends that the curriculum subjects should be taught in isolation with the teacher as instructor instead of facilitator. This view, however, appears to be in contrast to that held by many global governments including Australia (2014), New Zealand (2007), Scotland (2008) and Wales (2019), who all promote a cross-curricular approach in their curriculum policies.

The evidence above outlines how employing cross-curricular responsibilities throughout the curriculum can not only benefit a learner's academic achievements but also prepare them for the future, which is surely the prime objective of any education system, however cross-curricular links must be natural and authentic to promote effective teaching and learning. The literature regarding the third chosen pedagogical principle will now be explored.

The pedagogical principle *'Good teaching and learning creates authentic contexts for learning'* requires practitioners to display the relevance of learning beyond school and instead display the real-life application of learning (Donaldson, 2015). In guidelines for this principal, Donaldson recommends achieving this by utilising school trips, visitors to school, the internet and allowing learners to participate in talks, debates, plays, choirs or whatever best displays the application of learning beyond the abstract, however he warns that this must not be contrived. This pedagogical principal then, promotes authentic learning, but what exactly is authentic learning why does this contribute to effective teaching and learning?

Wornyo, Klu, and Motlhaka (2018) define authentic learning as:

"Learning by solving real-world problems"

Similarly, Lombardi (2019) defines authentic learning as:

"a type of learning that focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies and participation in virtual communities of practice."

These definitions echo what Donaldson (2015) describes by stating that authentic learning should display the real-life application of learning. In a study by Newmann and Wehlage (1993), evidence suggested that authentic learning led to more depth of knowledge, more connectedness to the world beyond the classroom and interestingly, this study found that authentic learning was enhanced when more substantive conversation such as questioning and feedback (AFL principles) was present rather than the teacher lecturing the learners. Herrington and Herrington (1998) also argue that authentic learning leads to an increased depth of knowledge as learners are able to form individual opinions of the advantages and disadvantages of different approaches based on authentic experiences. Selmer et al. (2016) provide an example of authentic learning successfully taking place in a primary school setting. The learners in the example school were involved in a project where they discussed, planned and implemented a garden design using mathematics and science skills. The researchers reported an increase in learner engagement as learners formed a positive emotional connection to the project. Kisiel (2006) promotes school trips to museums as an effective authentic learning strategy, stating that visits can lead to an increase in knowledge and subject interest as long as the teacher treats the experience as a lesson, keeps the objective simple and enables the learners to see the real-life application of the learning.

This pedagogical principal interrelates with the previous principals in preparing learners for the future and promoting AFL principals. It is also clear from the evidence above that this principal promotes effective teaching and learning by allowing learners to develop deeper knowledge, however for this to happen the learners must discern the real-life application of learning. Having considered the literature regarding the three chosen pedagogical principals, a critical reflection regarding my progress in planning and implementing these principals will be presented.

Critical Reflection

Whilst considering the pedagogical principal '*Good teaching and learning means employing assessment for learning principles*' during PTE, I was concerned about the potential effectiveness of some AFL principals within my reception class, as I speculated that the learners may struggle to grasp some of the concepts due to their stage of development.

As displayed in **Illustrative Example 1** however, the learners responded to formative and peer-assessment positively and Learner A particularly showed a remarkable improvement in the presentation of their writing. As argued by Topping (2009) both learners benefit from the peer-assessment, Learner A benefited from Learner B's feedback and Learner B benefited by comparing their work and affirming that their presentation was correct. My formative feedback in this instance was not specific enough to aid Learner A effectively as I only told them to work on letter formation and didn't iterate which specific letters. As Shute (2008) suggests, feedback needs to be specific and related to the objectives and success criteria and upon reflection of this lesson I needed to make the success criteria more specific in order for my feedback to be effective.

Within **Illustrative Example 2** I began to demonstrate more specific success criteria. As William (2007) stated, the success criteria, when communicated clearly, allows the learner and teacher to check that the criteria for learning has been met. In this example however, although I had shown development in making the success criteria more specific, I failed to communicate them in an age-appropriate manner and had to explain them during the lesson. In future lessons I will need to be mindful of this as once the success criteria were understood by the learners, they were able to self-assess their progress and also my feedback relating to the success criteria was much more effective.

Illustrative Example 3 demonstrates my use of effective questioning using lollipop sticks. William (2009) states that the lollipop method is useful for increasing learner engagement at all ages. Before this lesson I had noticed a lack of engagement, particularly whilst questioning during the opening and plenary of lessons. The lollipop strategy increased learner engagement during questioning and better equipped the learners for the lesson. This resulted in me spending less time instructing, instead allowing the learners more time to express themselves creativity and the learners then offered more insightful answers in the plenary. I also found that asking the learners to create a drum roll while I picked each lollipop enhanced this strategy and added some age-appropriate fun.

Throughout PTE I have demonstrated some effective implementation of this pedagogical principal, but more importantly, upon reflection I have identified areas for further development such as giving more specific feedback and success criteria and making communication more age-appropriate, which I will implement in future. I will now critically reflect on the second chosen principal.

Whilst considering the pedagogical principal '*Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and*

provides opportunities to practise them' during PTE, I found the planning and implementation to be quite natural and felt this was aided by the template lesson planner which requires consideration of cross-curricular responsibilities.

Illustrative Example 4 demonstrates the planning of an LLC skill (oracy) within an Expressive Arts lesson. Barnes (2015) states, a cross-curricular approach makes acquiring new knowledge and skills more accessible. This example promoted effective learning by allowing the learners to access oracy and emotional comprehension skills which were embedded naturally within the role-play activity. The lesson also presented an authentic context which interrelates to my third chosen principal. In future, I could enhance the learning by including more specific success criteria and scaffolding such as a phrase bank.

Illustrative Example 5 demonstrates the use of Welsh language skills in a mathematics lesson. Donaldson (2015) recommends that the cross-curricular links should be natural and not contrived and upon reflection it could be argued that the links presented within this lesson were too weak to promote effective teaching and learning. The learners made good progress in the mathematics skill and all met the success criteria, however it was difficult to see any real progress in Welsh language skills. As I mention in the example, perhaps if this was a series of lessons and these words were included in all of them, the link would become more natural and effective.

Illustrative Example 6 demonstrates the development of my planning and implementation of this principal. The use of map making, and the Bee Bots provided a natural link between Humanities and DCF. The Bee Bots brought an element of fun to the lesson and built on the learners' previous DCF skills, this enhanced the learning and all the learners met the success criteria. Including Expressive Arts as a meaningful link to cross-curricular responsibilities on the lesson plan was incorrect following Donaldson's guidelines (2015). However, the learners did use creative skills to create the maps and this would be an appropriate cross-curricular link.

Throughout PTE I have developed my planning and implementation of this pedagogical principal and have witnessed more relationships between the three chosen principals. I have begun to find more authentic links between disciplines and implemented them naturally. To develop further, I will need to be more specific in my planning and continue to find natural links between the disciplines in order to promote effective teaching and learning. I will now critically reflect on the third chosen principal.

Whilst considering the pedagogical principal '*Good teaching and learning creates authentic contexts for learning*' during PTE, I was concerned about presenting the real-world application of learning to the reception age group, considering how far these learners were from embarking on careers of their own. I instead attempted to draw on experiences relevant to the learners at present with the aim of increasing engagement and deepening the learning.

Illustrative Example 7 demonstrates my planning and implementation of a series of lessons based on the learners' experiences of fireworks, for which they had shown considerable enthusiasm towards. By allowing the learners to offer their own ideas in the first lesson they were far more engaged in the second lesson. Newmann and Wehlage (1993) suggest that authentic learning leads to more depth of knowledge and more connectedness to the world beyond the classroom. As the example shows, one learner who usually didn't enjoy writing showed real enthusiasm towards the writing task, and this may be because they were more connected to their own experience. Although effective learning was demonstrated in this example, I felt that the authenticity of the writing task was a little weak and the learning could have been enhanced further by providing the learners with more concrete experiences.

Illustrative Example 8 demonstrates authentic context within a PSE lesson. I was apprehensive about planning a PSE lesson, but felt that the authentic context helped the process. In this example I asked the learners to bring their own teddy bears as I felt this would allow them to discuss feelings and emotions in a safe environment. This strategy worked as the learners were very open and listened to each other attentively. Wornyo, Klu, and Motlhaka (2018) describe authentic learning as learning by solving real-world problems. In this example all learners met the success criteria by offering reasonable solutions to complex emotional issues and with mental health being so prevalent today, I took great pride from this lesson. The lesson was positive overall, however I felt that I led the talk a little too much and in future lessons would rather step back and allow the learners to express themselves more.

Illustrative example 9 demonstrates the use of the forest school area in a mathematics lesson. The extra health and safety considerations during planning were justified by this positive experience. Herrington and Herrington (1998) argue that experimentation in an authentic context deepens learning by allowing learners see the advantages and disadvantages of different approaches. This authentic experience deepened the learning because it presented the learners with a concrete experience and allowed them to make predictions and experiment by weighing different objects. The idea for this lesson came from collaborating with a colleague who had been on 'messy maths' course, and I feel that to develop my implementation of this

principal further I can collaborate with other colleagues and also explore the literature for further examples of good practice.

Conclusion

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Throughout PTE I have planned and implemented my three chosen pedagogical principals to varying degrees of success. I have observed, through my experiences and through exploring the literature, how the principals interrelate. Each of the principals presented their own difficulties to plan and implement, but by employing a continuous cycle of reflection, I have been able to identify areas for further development, such as being more specific when wording success criteria and feedback, making sure I present new concepts in an age-appropriate manner and presenting cross-curricular and authentic contexts naturally and not contrived. It has to be said at this point that during PTE I was only able to work with one age group, a reception class, and in order to develop further I will need to employ these principals with different age groups to discover which strategies work differently and which apply across age groups. I am now looking forward to developing my planning and implementation of these, and the rest of Donaldson's twelve pedagogical principals during the next PTE with the aim of becoming a great practitioner through developing effective teaching and learning.

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