

Overview

Wednesday, December 11, 2019 1:05 PM

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

Student Name: Jade Cascarina

Student Number: 1902974

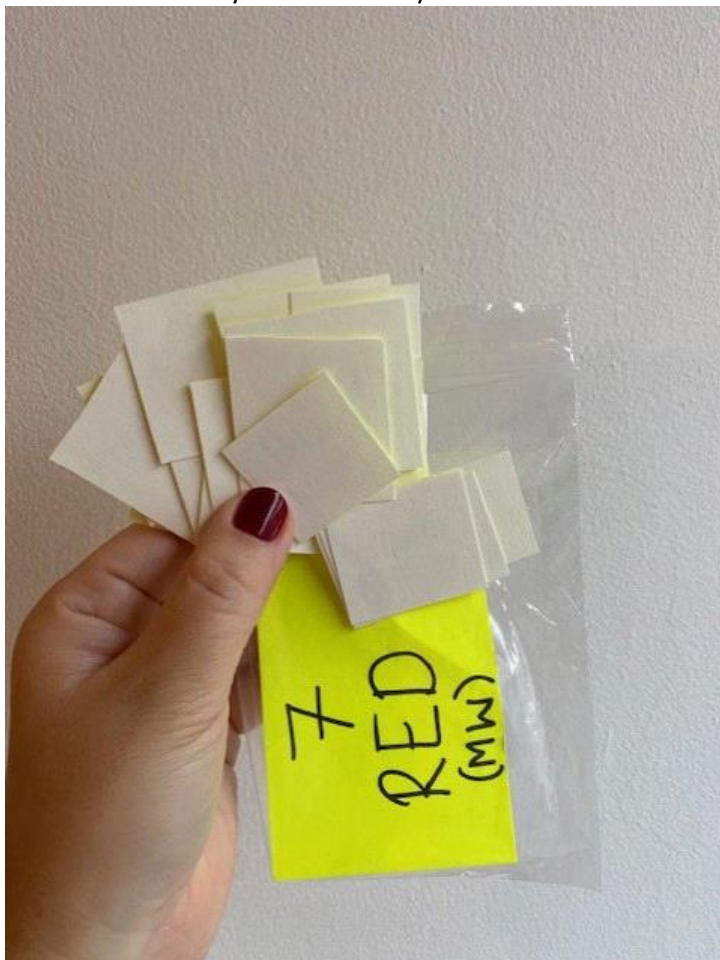
Pathway: Secondary PGCE Drama

Link: https://uowtsd-my.sharepoint.com/:o/g/personal/1902974_student_uwtsd_ac_uk/EugmdY5a1LREI0mRBwVFXjoBV6EoQj46r-p79G1jLgJ0OA?e=f4C8wy

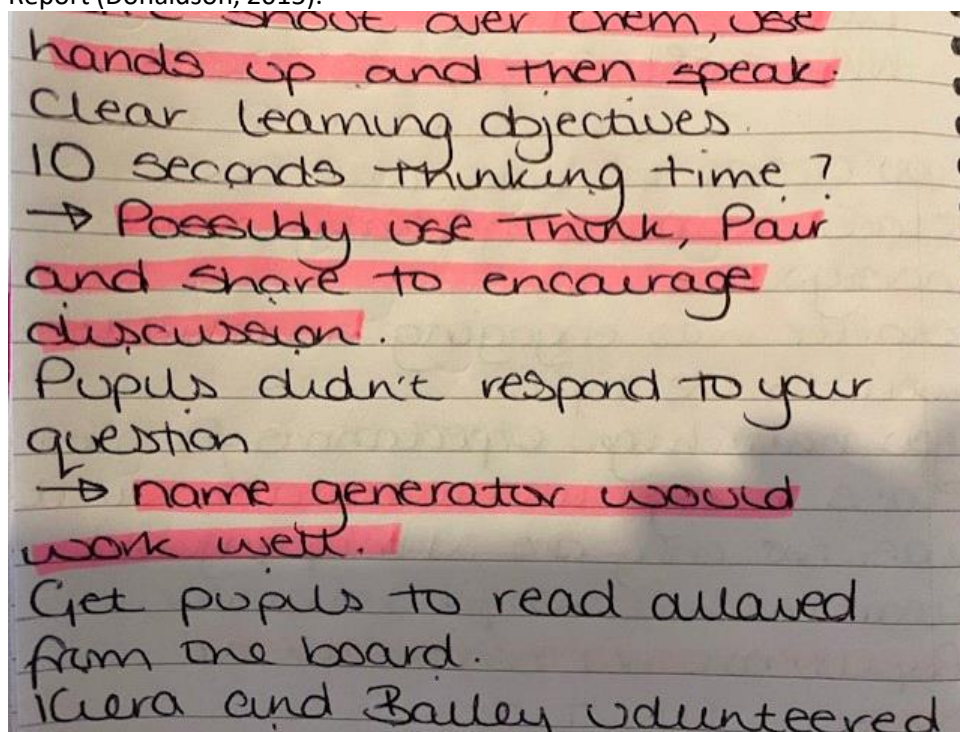
Assessment For Learning

Wednesday, December 11, 2019 1:06 PM

An example of assessing the pupils' learning that I have found to be very useful is by creating a random name generator for each of my classes in Key Stage three. This not only helped me learn the pupils names but it made the pupils aware that I could be asking anyone in the class and not just the usual pupils who always had their hand up. This method encourages more participation from the whole class and it also acts as an indicator for me, as a teacher, showing me who is understanding the work and what areas of the lesson or topic I may need to reflect upon and repeat. A disadvantage of using this method was that some pupils genuinely did not know the answer and became embarrassed. In these instances I had to use different techniques so that it did not affect the morale of the class. One way in which I could improve this is by asking the question again but differentiating it slightly to suit the pupil. If I am looking for a more in depth answer then I could display the question in advance. Wiliam (2018) suggests that if the pupils have time to think about how they might answer the question or are allowed an opportunity to discuss with another pupil then they are more likely to respond. To increase the level of participation in my lessons I will continue to use this method as I feel, so far, it has been a successful way of encouraging a high level of participation. It also allows me to have an understanding of where the pupils are at and gives me an opportunity to rectify any misconceptions about a topic so that I know where to pitch my next few lessons "More importantly, they had evidence on which to plan their next steps in learning so that the challenge and pace of lessons could be directed by formative assessment evidence" (Black et al, 2003, p. 41). This also links in with one of the Four Purposes in the Successful Futures Report "Ambitious capable learners who set themselves high standards and seek and enjoy challenge" (Donaldson, 2015 p. 29). I would like the pupils in my class to enjoy learning and sharing their ideas as well as wanting to be challenged on questions so that they can continue to grow and reach their next level of learning. As you can see from the photos I chose to use individual cards in a small plastic bag as opposed to the traditional lollipop sticks as I am based in five different classrooms and this is an easier way for me to carry them.



Another method that I have used that links in with the previously mentioned random name generator is 'Think, pair, share'. I have used this method not only with classes in Key Stage three but also with my Year 12 class. This method was influenced by the random name generator and a suggestion written in my learning journal. This method encouraged the use of discussion in smaller groups or pairs and triggered a dialogue that was less threatening than having to discuss ideas openly as a class straight away. I do feel that this method was successful as it was less of a shock when I began questioning as the pupils had time to discuss and share their thoughts. It also allowed them to delve deeper into their understanding as they could engage with other pupils who may have had different ideas to them. When approaching a pair or small group for an answer, it was less threatening as I could ask "What did you and your group discuss?" As opposed to "What is your idea?" Not only could these pairs discuss with one another but it also allowed for a class discussion and a sharing of ideas which may encourage the pupils to consider the alternatives that they had not mentioned or thought about (Hattie, 2012). A disadvantage of this method and something that I will need to think about improving is the pairs themselves. There are sometimes pupils who like to pair up as friends but will discuss something other than the topic. There are also pupils who may not know how to start the conversation. A way in which I can improve upon this could be by having a visual aid such as sentence starters or topic terminology on the white board to help begin the discussion. Giving pupils time to explore this skill of discussion with others offers them the opportunity not only to develop and increase their knowledge but to "Give of their ideas so that other people will benefit" which is linked to one of the Four Purposes in the Successful Futures Report (Donaldson, 2015).



A method that I have used that allows the pupil to have a moment becoming the teacher is modelling and showing exemplars of good and bad performances. I have used this within a dance lesson with my mixed ability Year 9 pupils whilst teaching them the correct way to leap. It was only after my first lesson with them that the Teacher told me a lot of the pupils in the class had not been taught how to leap before that I decided to take it back to basics. Firstly, I showed the pupils a worked example of a leap. I went over from head-to-toe certain steps that I needed to do to perform a good leap and why they might help. I then performed a 'bad example' of a leap and asked the pupils for their advice. By using myself as an example I reduced the embarrassment of the pupils and asked them instead for their advice on how to improve my leap. We worked through my improvements as a class and higher order questioning was asked so that the pupils who already knew how to perform a successful leap could also join in the conversation as well as offer a more in depth answer to the pupils who were new to this. The effect of using a worked example was positive and successful as most pupils felt like they could suggest an improvement now that they had more of an understanding of what was expected. During the second lesson, the pupils felt less embarrassed and were more confident when performing their own leaps independently "Many of

the skills taught in classrooms can be conveyed by providing prompts, modelling use of the prompt, and then guiding students as they develop independence" Rosenshine (2012, p.15). Skill such as improving their confidence and independence are a huge part of the Four Purposes in the Successful Futures Report. Not only are the pupils "taking part in physical activity" but they also have the "confidence to take part in performance" and "face and overcome challenge" which are all linked to being "Healthy and confident individuals" (Donaldson, 2015 p. 30).

Cross Curricular Responsibilities

Wednesday, December 11, 2019 1:07 PM

I noticed that when the pupils were giving feedback in my mixed ability Year 9 drama lesson, they were not as specific or as detailed as I would have liked them to have been. In this particular lesson I wanted to focus on verbal feedback to improve their oracy. I gave sentence starters on the white board and encouraged the pupils to use these when giving feedback. I also reminded the pupils of the key words we had been using all lesson so that they were familiar with them and knew what they meant and how to use them. An issue that arose from this was that the pupils were happy to give feedback but found it difficult using the new sentence starters and when encouraged to do so did not then give as much feedback as what they normally do. By changing their usual way of giving feedback it confused the pupils who were happy to participate and therefore limiting their oracy use "Yet, these types of interventions might have negative motivational effects in the long run, because they can interrupt the natural interaction process by enforcing the use of the same communication structures" (Gielen et al, 2010). As this was not the desired outcome, a teacher suggested to me that I needed to model the feedback I wanted to hear using the sentence starters by giving a worked example "a step-by-step demonstration of how to perform a task or how to solve a problem" Rosenshine (2012, p.15). Not only are the pupils learning to engage in oral feedback in their drama lessons but it is showing them how they can use their voice to show their understanding of any subject. This also links in with one of the Four Purposes in the Successful Futures Report "Ambitious capable learners who are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts" (Donaldson, 2015 p. 29).

Giving constructive feedback



What went well:
"I liked the way they used the opening of the letter to create tension when..."
"I enjoyed how the group used ... in their string of material."

Even better if:
"I feel this group could have used tension when they... to show..."
"To improve your string of material I think you could..."

Key Words:

- Body Language
- Motif
- Facial expression
- Tension
- Gesture

• LO: Use peer feedback to help improve their String of Material

In a mixed ability Year Seven drama class I gave the pupils an opportunity to write a newspaper article that encouraged them to use their key words as well as a chance to be creative in their writing. The topic was based on the 'Iron Man' which was the story they were exploring in their lessons. The pupils were also given sentence starters, key words, a definition of what a newspaper article is questions to answer. The task had a three star challenge on it and was set out very similar to a task they may be given in an English lesson. This was to try and encourage those pupils who may not enjoy the performing side of drama yet still want to excel and can see the cross-curricular advantages of completing a task which will be beneficial in all subjects. This also links in with one of the Four Purposes in the Successful Futures Report "enterprising, creative contributors who connect and apply their knowledge and skills to create ideas and products" (Donaldson, 2015 p. 31). The pupils should be able to connect their literacy skills they have learnt in one lesson and use that in other lessons and subjects to create and share their knowledge.

WRITING A NEWSPAPER ARTICLE

Use the key words and phrases to help you write your newspaper article. If you are stuck, use the sentence starters on the example.

- It was reported that...
- An eye witness said....
- **BREAKING NEWS!**
- Experts say..
- On December 1st at 12:15pm..



NEWSPAPER REPORTS

They tell readers about events that have been happening in their local area, or national or international news.

Newspapers are read by people who want information about something that has happened. They want details quickly so reports have to be easy to read and have a snappy presentation style. When you plan your news story, remember that newspaper reports usually provide the answers to the questions:

WHO, WHAT, WHERE, WHEN, WHY, HOW?

SHOCKING	WREACKING HAVOC
TERRIFYING	INVADING
TERRORISING	HORRIFYING
RAMPAGE	DRAMATIC
DAMAGING	INTIMIDATING

Star challenge

Don't forget to include an eye-catching headline that will catch the reader's attention.

A method of encouraging the use of digital competency I used was with a Year 12 Dance class. A pupil could not take part in the practical part of the lesson due to injury so I asked her to choose a group to give feedback to and film parts of their performance throughout the lesson so that she could reflect on it with that group. I think it is important to not only encourage the use of giving verbal feedback but, by having the video, it helps to support what the pupil has to say. I feel that this was very beneficial with this group of pupils in particular as there was clear evidence for both the injured pupil and the pupils receiving the feedback so that there was no misconceptions. After the feedback was given, the pupil then continued to record throughout the session. At the end of the session the pupils had a chance to watch all the recordings and discuss how they had improved and why the use of recordings was helpful. This also links in with one of the Four Purposes in the Successful Futures Report "Ambitious capable learners who use digital technologies creatively to communicate, find and analyse information" (Donaldson, 2015 p. 31).

Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking

Wednesday, December 11, 2019 1:07 PM

This was with my mixed ability Year Seven drama lessons and I wanted the pupils to take the time to think about where they may have seen these photos before, what they may be showing and then how that could connect to our drama lessons "There is a great deal of evidence that retrieving information from memory enhances learning" (Kornell, Klein, Rawson, 2014 p. 283). I wanted to get them excited about their new topic and to challenge them to critically think and solve this problem at the beginning of the lesson so that they could then continue creating links throughout the lesson thus activating and benefiting from retrieving the information. Although not all of the pupils guessed that it was slow motion straight away, I thought that it was a successful way to start the lesson as it encouraged conversation and for the pupils to share their ideas and explain their reasons. The images also encouraged some of the pupils in the practical part of the lesson as it gave them a reference point. These characteristics show more than just one of the Four Principles. It is linked to "Ethical, informed citizens who find, evaluate and use evidence in forming views" and "Ambitious capable learners who are questioning and enjoy solving problems" (Donaldson, 2015 p. 31)

Starter



Here are some clues about your lesson today.

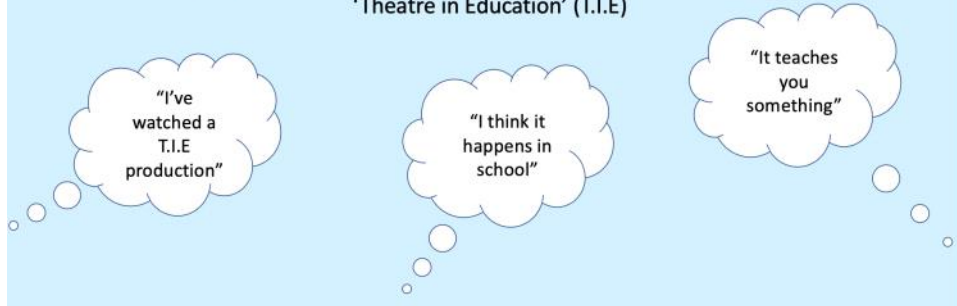
1. What do you think we may be learning about?



Similar to this example, I asked a mixed ability Year Ten GCSE class what the term 'Theatre in Education' meant. Had they heard of it before, had they seen examples of it and what it does. The pupils were all given a post-it note and were asked to write down any response they may have had on it and put it up on the wall in silence. I was new to teaching the class and although their teacher had told me they had learnt small amounts about this topic before, she was also interested to see what they had remembered and where they were at with their understanding. A lot of the post-it notes had only a few words written on it (as you can see from the image) however, I am going to evaluate this topic at the end of my placement and ask the pupils to complete another post-it note with what they have understood about 'Theatre in Education' and compare them. It gave me an overall image as to what the class understood about this topic and I will be able to assess just how successful all of my lessons were at the end of the placement.

What do you know about Theatre in Education?

On your post-it note, write down anything you know that relates to 'Theatre in Education' (T.I.E)



Another method that I have used that links in with this pedagogical principle is challenging the pupils to swap the fixed mindset quotes to growth mindset. This was in a Year Seven Prep class which is a mixed ability form class. The class had watched a video on the differences of fixed and growth mindset and although there was a mix of abilities in the class, they are a very talkative class who enjoy giving responses to questions. I used this worksheet and encouraged them to talk to one another about how they could respond. I feel that this was a successful task as the pupils mentioned on multiple occasions that they spoke in similar ways to the fixed mindset sentences yet gave their friends the growth mindset advice. They could understand the difference between the two mindsets and how the growth mindset allowed them to live a more positive and happier life.

Name: _____

How can we grow a Growth Mind-set?

Having a Growth Mind-set is all about adapting the way we think to become more positive. We should become open to challenges, willing to put in the effort and welcome failure as an important step in learning.

Change these thoughts from fixed mind-set to growth mind-set.

FIXED MINDSET	GROWTH MINDSET
"It's too much effort."	"I will put in some effort to get better at this."
"I don't want to make a mistake and look silly."	I will give it a go.
"I don't get it!"	I don't get it yet
"I'm not clever, there's no point."	I will try my best.
"I can't do it."	I can't do it yet.
"I'll never be as smart as that person."	"I wonder how they did it? Let me try to figure it out!"
"Plan A didn't work, so now I give up."	I won't give up. I will try again
"I can't be bothered, that's good enough"	I will try 100%.
"This is too hard!"	This is hard but I will try my best.

Critical Reflections

Wednesday, December 11, 2019 1:07 PM

The Professional Teaching Experience is to develop the skills of a student teacher in an authentic school context. The student teachers have a professional responsibility to take on roles that a teacher would have in a school. These include managing and planning for whole class teaching, dealing with behaviour, supporting clubs, attending department meetings and arranging resources. As well as planning for teaching time student teachers should also make time to observe lessons in different settings and subject areas so that they can gain a more holistic view of what happens in a school. There are also documents that need to be completed by the student teacher throughout the duration of the Professional Teaching Experiences. These documents are associated with and contribute to receiving Qualified Teachers Status. A learning journal which is a daily formative record with guidance from both the student teacher and observers to make notes and give advice. Weekly reflections, observation forms and reviews are also carried out throughout the experience. These give evidence of the progress that the student teacher is making. Student teachers are entering education in Wales which is currently changing. The Successful Futures Report (2015) from Graham Donaldson is set to replace the current curriculum. With this in mind, this reflection will focus on three of the twelve pedagogical principles written in the report and how they have been applied. Examples of these principles in practice as well as a self-evaluation of each will be discussed and reflected upon.

The first Pedagogical Principle that was focused on was 'Good teaching and learning means employing assessment for learning principles'. The main purpose of assessment for learning is to promote students' learning by using formative feedback to give an indicator on where the students are in their learning and where the teacher needs to go next in terms of continuing and progressing the learning (Black et al, 2004). This is incredibly important as it ensures that the teacher's intentions with each student is different and they have an understanding of where they are at in their learning and are not simply continuing with the work if the student is confused or perhaps ahead in their learning. In an assessment for learning environment, pupils are aware of their own learning as well as using peer and teacher feedback to evaluate their own performance (Sardareh et al, 2014). On the other hand, if the formative assessment is not as thorough or verifiable as summative assessments then there is the risk of poor judgement by the student or teacher (Brown, 2019). In my Professional Teaching Experience I decided to implement a random name generator to encourage the participation of all pupils in my class when asking questions and giving feedback. I began to notice certain pupils continually raising their hand to answer questions and their peers recognising this which caused them to be passive (Dudley and Osvath, 2016). This had both a positive and negative impact on my classes. On reflection, it was beneficial to me as a teacher on understanding where the quieter pupils were in their learning. It showed, in some cases, that just because a pupil is quiet it does not mean that they do not understand the lesson. Alternatively, it also displayed misconceptions within lessons. There was a range of answers from the pupils, especially as they are taught in mixed ability classes. When first using the random name generator I was confronted with multiple pupils who refused to answer or who did not seem to know the answer. In these instances, I did not give them long enough to answer and instead offered them a closed question or asked another pupil. An improvement that I need to make in my Professional Teaching Experience is to learn to increase the wait time when asking a question. The random name generator already gives the pupils an expectation that I anticipate an answer from the whole class and the increased wait time allows a more thoughtful response from the pupils and an opportunity for me to develop their understanding (Black et al, 2004).

Another implementation of this pedagogical principle which was closely linked to the random name generator was the use of 'Think, Pair, Share'. This was used as a less-threatening way of assessing where the pupils were at. It also encouraged the mix of abilities to work with another and share ideas "Peer work is also valuable because the interchange will be in language that students themselves naturally use and because students learn by taking the roles of teachers and examiners of others" (Black et al, 2004 p. 14). To me, this was an effective way of receiving a wide range of

understanding and it provoked more of a class conversation as the pupils were openly discussing their ideas in small groups as opposed to just discussing them with me as a teacher. An observation that I made was that the pupils would always pair up with the same people and not branch out to work with others in the class. This does not mean that it is a complete disadvantage as the random name generator selected a wide range of groups however, it does mean that the pairs are always discussing similar ideas from the same perspective. To develop the use of 'Think, Pair, Share' I am going to encourage pupils to, at first, pair up and then break away from that pair and find someone else in the class to share ideas with. I feel this allows the pupils to gain knowledge from one another in a language that they feel more comfortable with. This then creating a rich learning environment for all.

In addition to these, a further assessment for learning method I used was modelling examples. Rosenshine (2012) suggests that demonstrating what you want the pupil to do gives them cognitive support. After realising that the pupils had not been taught how to leap before in one of my dance lessons, I decided that I needed to teach them step-by-step. As it is a practical subject, modelling an example of what I wanted them to do whilst going through each step minimised the cognitive load of a vast amount of brand new information and actually helped to break down the move. As suggested here "Worked examples allow students to focus on the specific steps to solve problems and thus reduce the cognitive load on their working memory" (Rosenshine, 2012 p. 15). I knew this was an effective technique as I could visibly see the differences between the pupils beginning leaps and their practised leap. I also modelled a 'bad example' of a leap and asked the pupils for their feedback on how to improve. This provided me with a very clear assessment of their learning as they were posing as the teacher and using terminology and suggestions I had previously given them to now help me. The pupils were giving me a success criteria and were also sharing their knowledge and advice freely without feeling threatened as they had already felt the benefits of the step-by-step guide "The intended outcomes of AfL (Assessment for Learning) are that self-esteem increases, and pupils learn to identify their own strengths and weaknesses and the best ways in which they learn" (Wallace, 2009). To continue developing this method through the use of assessment for learning I will ask the pupils to think about what area of their learning they would like to improve and create a success criteria for it. They can then use that success criteria in self-evaluating and peer-evaluating to improve.

The second Pedagogical Principle that I focused on was 'Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them' (Donaldson, 2015). The cross-curricular responsibilities of incorporating literacy, numeracy and digital competence across all areas of learning is a way of naturally embedding them into your subject so that there is a consistent improvement for all pupils. I wanted to improve the use of oracy in my lessons as researchers have found that the use of talk can improve children's cognitive development (Mercer, Warwick and Ahmed, 2017). Similarly, Arnott (2014) agrees "It is essential that constructive oracy in the classroom is continually employed if students are to develop critical thinking skills" (Arnott, 2014 p. 13).

I began to notice that although certain pupils in one of my classes were confident giving feedback and sharing their ideas, their formal language and use of subject terminology needed improvement. I decided to create sentence starters and display them on the board for the pupils to use when giving feedback of a performance. However, this was not so successful as the pupils were not sure how to use the sentence starters and preferred giving feedback in their own format. As much as I did not want to discourage them from using their oracy skills, I did want them to progress with their literacy. After a discussion with a teacher, I decided to use the 'modelling' technique so that the pupils were aware of how they could shape their feedback to make it more useful and coherent. As this pedagogical principle focuses on cross-curriculum responsibilities, this use of oracy will not only help them in Drama but will begin to improve their literacy skills throughout their subjects as well as in general day to day life "they need oracy skills to participate effectively in classroom life and in wider society" (Mercer, Warwick and Ahmed, 2017). Conversely, there is an idea that as long as pupils are participating in talk and that they are in an environment in which they are able to share their thoughts in their own way then this is contributing to an improvement in oracy (Cazden, 2001). Another method that I have used that links in with cross-curricular responsibilities is improving the pupils literacy writing skills. It is noted in the Successful Futures Report that pupils are being given the tools to write but do not have anything to write about (Donaldson, 2015). For homework, the

pupils were given a newspaper report to write about a topic that they had been studying. Within this homework they were given suggestions of key words, sentence starters and a three star challenge to know what to include. As this was for a mixed ability class I do feel that to stretch the more able pupils in the class there could have been less of a guide so that they could be challenged. In addition to these two methods, there was an opportunity to improve the pupils' digital competence. Although, there are difficulties when it comes to improving digital competence within a school. A difficulty is certainly that teachers may not have the digital competence themselves to help students (Ryberg and Georgsen, 2010). However, I felt that the use of recording equipment in this class could be beneficial to the learners and it also created a familiar environment for them. The skills that they learnt within this lesson could be use independently in other lessons and in life. In a Year Twelve dance class, I asked a non-participating pupil to use an iPad to film a groups rehearsal and performance. This was not something that was difficult to plan and it is something that can be used quite frequently. As this is a practical subject, injuries are frequent. This was a way of including this pupil within the class and it being beneficial for them and their peers. The pupils were successfully using the recorded videos as well as the verbal feedback to improve their performances. This was a highly effective way of linking in not only one of the Pedagogical Principles but also ensuring that the pupils were using digital technology to creatively communicate and analyse which is one of Donaldson's Four Purposes (2015). To improve upon this idea of digital literacy, I would like to involve it more within my lessons. Studies have shown that pupils can engage in a wider range of senses as it can stimulate visual, auditory, kinaesthetic and tactile (Neumann, 2017).

The third and final Pedagogical Principle that I decided to focus on was 'Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking' Donaldson. This pedagogical principle encourages pupils to explore and engage in innovative environments which allows them to use their creativity to learn and explore (Donaldson, 2015). Although society is becoming increasingly digitalized, skills such as creativity and critical thinking are still desirable and highly valued (Vincent-Lancrin et al, 2019).

A method in which I encouraged pupils to problem solve and use their metacognition skills was in the starter to a new topic of slow motion. I displayed three images on the board as they were entering the class room. The images, I felt, did not give too much away but it allowed the pupils to begin conversations with one another and created interest and excitement for the lesson "The assignment (bell-work) is brief and interesting to the students, and it relates to the lesson that will be taught that day" (Breux, 2015 p. 29). Upon reflection, this starter did take longer than planned due to the pupils not correctly guessing the topic of 'slow motion' immediately. However, I did not want to rush them with their responses or give them the correct answer as they were visibly involved and seeking to guess the topic. This challenge at the beginning of the lesson activated multiple ideas about slow motion and, I feel, it was beneficial for the pupils and they felt a sense of accomplishment "Setting challenging goals that students find accessible and worthwhile of their effort is thus a way of maintaining their engagement" (Vincent-Lancrin et al, 2019, p. 133).

Similar to the first example of promoting problem solving, I wanted a Year Ten class to critically think about what their new topic was 'Theatre in Education'. On entering the classroom I gave each pupil a post-it note and asked them to write down everything they knew about the topic. This was not just an assessment of their learning, I displayed thought bubbles on the white board which encouraged the pupils to think more critically about the topic. Alternatively, there is an argument that direct teaching is more effective when introducing a new topic "When learners are being introduced to a new area of study it may be useful to develop their basic knowledge and skills through direct instruction techniques, before giving them a more active role in knowledge seeking through strategies such as problem solving or experimentation" (Killen, 2007, p. 108). On the other hand, I feel that this method of problem solving suited the introduction of this topic with this class as opposed to directly telling them what was meant by 'Theatre in Education'. During the next few sessions with the class, their answers on the post-it notes allowed me to involve their previous knowledge and misconceptions within the lessons. I also used their answers to help make connections so that the pupils felt like they knew more than they thought about the topic and were growing in confidence.

Finally, I encouraged the pupils to talk to one another about how they might help a friend who has a fixed mindset. The pupils had to use their problem solving skills to switch the speech bubbles of someone who had a fixed mindset to someone who had a growth mindset "Where they can explore

and experiment with ideas and resources, collaborate actively with their peers and make dynamic connections with a clear sense of purpose to construct meaning" (Donaldson, 2015 p. 66). Originally, the pupils were going to watch a video that explained what the two mind sets were. However, after watching the video myself in advance I felt that it was a great opportunity for the pupils to work together to come up with their own responses. I do feel that this method was effective as the pupils found they could relate to it more once I suggested that they were trying to help a friend.

To further develop these three Pedagogical Principles as well as the others, I will continue to use them throughout my teaching experience and reflect upon them. As well as reflecting upon my own practice, I will also continue researching these areas so that my knowledge is relevant.

References

Wednesday, December 11, 2019 1:07 PM

Books:

Black, P et al. (2003) *Assessment for learning*. England: Open University Press.

Breaux, A. (2015) *101 answers for new teachers and their mentors*. New York: Routledge.

Cazden, C. B. (2001). *Classroom discourse - The language of teaching and learning* (2nd Edition ed.). Portsmouth, NH: Heinemann.

Dudley, E. and Osvath, E. (2016) *Mixed-Ability Teaching*. Oxford: Oxford University Press.

Hattie, J. (2012) *Visible learning for teachers maximising impact on learning*. New York: Routledge.

Killen, R. (2007) *Teaching strategies for outcomes-based education* 2nd Ed. South Africa: Juta & Co.

Journals and articles:

Black, P et al. (2004) 'Working inside the black box' *Assessment for learning in the classroom*, pp. 14.
<https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/pdf/10.1177/003172170408600105>

Brown, G. (2019) 'Is assessment for learning really assessment?'

DOI: <https://doi.org/10.3389/feduc.2019.00064>

Gielen, S et al. (2010) 'Improving the effectiveness of peer feedback for learning', *Learning and Instruction*, 20(3)

Mercer, M. Warwick, P. Ahmed, A. (2017) An oracy assessment toolkit: Linking research and development in the assessment of students' spoken language skills at age 11-12, *Learning and Instruction*, (48)

<https://doi-org.ezproxy.uwtsd.ac.uk/10.1016/j.learninstruc.2016.10.005>

Rosenshine, B. (2012) 'Principles of Instruction', *Research-based strategies that all teachers should know*, pp. 15.

URL: <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Ryberg, T and Georgsen, M. (2010) 'Enabling digital literacy', *Nordic journal of digital literacy*, 2(5)
<https://www.idunn.no/dk/2010/02/art03>

Vincent-Lancrin, S. (2019) 'Fostering students creativity and critical thinking' *What it means in school*, Educational Research and Innovation, OECD Publishing, Paris

DOI: <https://doi.org/10.1787/62212c37-en>

Government Documents:

Donaldson, G. (2015). *Successful Futures: Independent review of curriculum and assessment arrangements in Wales*. Caerdydd: Llywodraeth Cenedlaethol Cymru.