

Overview

13 November 2019

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

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link to OneNote- https://uowtsd-my.sharepoint.com/:o:/g/personal/1900276_student_uwtsd_ac_uk/EgmSNHOBkkVHiCOTIC8n7JEBzYaFF3VngzpHFXyJDWb8Pw?e=3mM9Q0

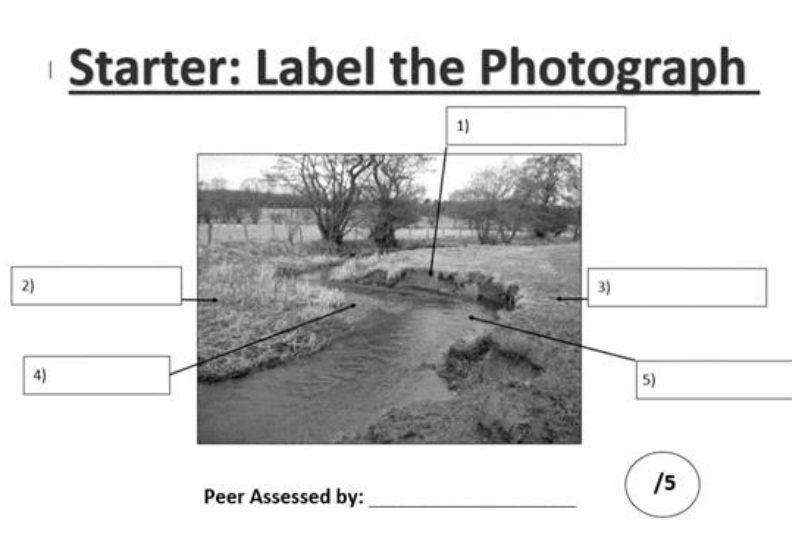
Good teaching and learning means employing assessment for learning principles.

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Example One- Utilising peer assessment within multiple lessons.

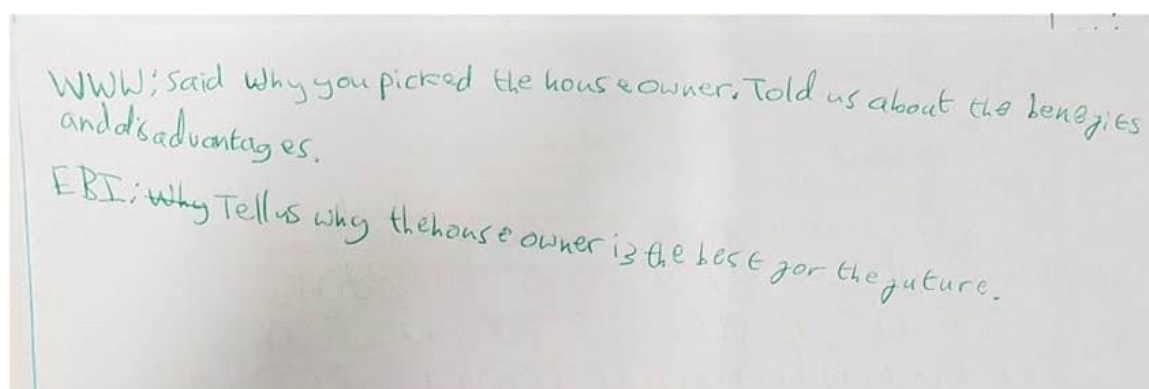
In multiple lessons, I've arranged tasks to be peer marked by students. Students use green pens to mark each other's work. Green pens are used in order to differentiate between student and teacher marking.

One specific example involves the peer marking of a starter activity in a Year 9 Geography lesson (Figure 1). To facilitate this, I incorporated a 'peer assessed by' section into the worksheet as shown below:



As this task gave a simple numerical mark out of 5, I then used a show of 'fingers on hands' to gauge students' learning across the whole class. This starter task was directly related to learning in the previous lesson therefore I felt it was important for me to assess how well students could recall this prior learning.

In another example of peer marking; more detailed feedback was required from students. This task was done with a low ability Y9 Geography class. I required them to respond to their peer's answer to an extended question with one WWW (what went well..) and one EBI (even better if..) as illustrated in an example of students work below:



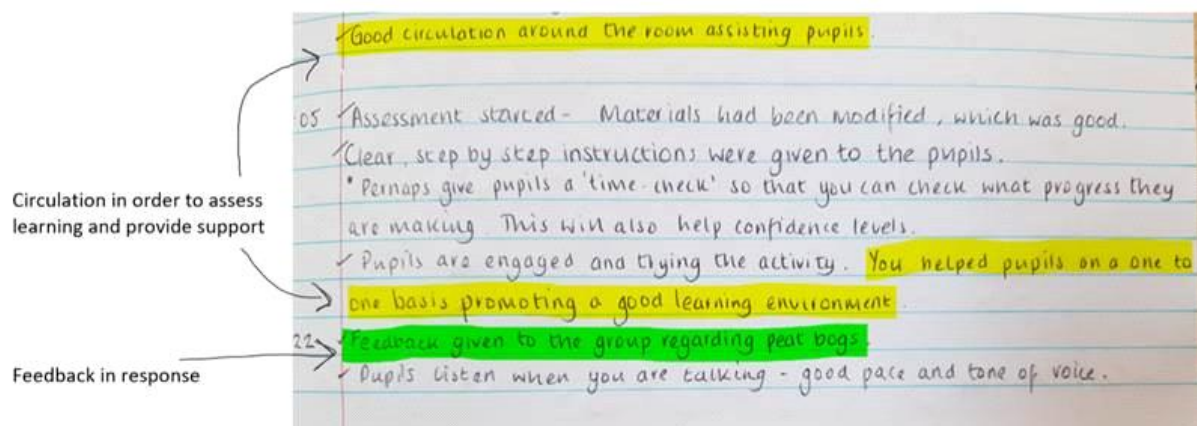
Additionally, I emphasised that the feedback given needed to be specific and directly reflect the answer given. As this was a small class, I was able to look at a selection of students' feedback to check that mark/comment was fair and constructive.

As in the previous example, when possible I feel it is important to check the peer marking of students as there is the possibility that they have given inaccurate or unfair comments. A way I have tried to mitigate this issue is to give a clear success criteria and examples of feedback comments.

Example Two- Classroom circulation during tasks and real-time response.

In order to employ assessment for learning in 'real-time' I use constant circulation during tasks to assess learning and to provide support. I find this is particularly effective in smaller classes where I can give 1:1 attention to each pupil. My opinion is that circulating the class during tasks not only provides the teacher the opportunity to assess how well students are progressing but also creates an atmosphere of support, increasing the confidence of the students who are able to get immediate feedback in response to their work.

An example of when I used circulation of the class to assess learning and then give feedback following my assessment was during a Year 9 Geography lesson. Students were filling in a table rating the different strategies used to reduce flooding. After checking on and supporting multiple students during this task it became apparent that many of them were unfamiliar with the concept of 'peat bogs'. In response to this I felt it necessary to address the whole class in order to fill this gap in their knowledge. This was reflected in feedback from the teacher observing my practice as shown below:



As aforementioned, this is a strategy more effective within smaller classes. In larger classes it is more difficult to get a true picture of overall student learning as you are restricted by the time it takes to circulate around the class.

Example Three- Utilising plenaries to aid AfL

Within all of my lessons, I have followed a structure that involves a starter task to recall learning from the previous lesson and a plenary that summarises/tests learning from the days lesson. This has been in the form of 3 questions requiring students to recall different aspects of the lesson as illustrated below:

The image shows a digital plenary form with a blue header and a blue border. The word 'PLENARY' is written in large, blue, sans-serif capital letters in the header. Below the header, there are three white rectangular boxes, each containing a numbered question. The first box is labeled '3' in red and asks for labels for a waterfall diagram. The second box is labeled '2' in red and asks for erosional processes. The third box is labeled '1' in red and asks for a skill used. Each question has a list of numbered sub-questions (1), (2), (3) for the first two, and (1) for the third.

PLENARY

3 Labels I'd include in a diagram showing the formation of a waterfall:

- 1)
- 2)
- 3)

2 Erosional processes involved in the formation of gorges and waterfalls:

- 1)
- 2)

1 Skill I've used:

- 1)

After a given amount of time I go through the plenary with class, asking different students to input their answers. When I do this, I use a hands down policy in order to better assess learning across the whole class rather than relying on students who are confident in giving answers. The use of a plenary as a method of AfL is something I will continue to do as it also provides structure to the lesson. However, I believe its effectiveness as an AfL technique depends on the questions being chosen carefully to reflect learning across the lesson.

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

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Example One- Literacy skills focus

A strategy I've used in multiple geography lessons that supports literacy development is through creating a main task that involves reading through a paragraph and filling in the blanks with subject specific terminology. When going through the answers I've asked one student to volunteer to read out the paragraph (modelling good reading skills), while the other students read out the blanks (answers) as shown in the worksheet below:

(b) Use the words from the list below to complete the following paragraphs.		
[9 marks]		
middle	erosion	undercutting
lateral	outside	meanders
inner	slip-off slope	river cliff

As the river makes its way to the _____ course, it gains more water and therefore more energy. _____ erosion starts to widen the river. When the river flows over flatter land it develops large bends called _____.

As a river goes around a bend, most of the water is pushed towards the _____. This causes increased speed and therefore increased _____ (through hydraulic action and corrosion). The lateral erosion on the outside bend causes _____ of the bank forming a feature known as a _____.

Water on the _____ bend is slower, causing the water to slow down and deposit the eroded material, creating a _____ that consists of sand and shingle.

Peer Assessed by: _____

I chose to provide the task in this way because it ensures that every student participates and in order to know when to interject students have to read along with and listen carefully to the main reader. On the whole I found this task was received well. However, one issue exists in larger classes where it is difficult to ensure equal participation as students over rely on a select few within the class to fill in the answers.

Example Two- The breakdown of the meaning of words (Literacy)

I planned a lesson for a small, low ability Y8 humanities lesson, where geography predominated. As this was their first lesson with a geography focus, I thought it would be pertinent to try and get the students to understand what geography is by removing the ambiguity and complications caused by the broad scope of the subject. By stating that 'Geo' means Earth and 'graphy' is a form of study therefore Geography simply means the study of the Earth. I chose not to further complicate things by addressing the fact that 'graphy' is a study of the writings about a subject as I felt this would defeat the object of simplification and be

unnecessary within the needs of this class. As multiple students within this class have EAL I felt that the approach of introducing the derivation of the word geography would help them to understand its meaning and the scope of the subject in a way that would aid memory. The next time I take this class I will ask students what they think Geography is the study of in order to see whether this approach was at all effective.

Example Three- Numeracy themes/tasks

In a mixed ability Year 7 Geography lesson students looked at four and six figure grid referencing. When explaining and modelling to students how to find grid references, I utilised the "along the corridor and up the stairs" method of remembering the way in which to read a graph. Many students were familiar with this method from previous maths lessons. The main task of this lesson involved students using OS maps and a number of coordinates to locate different features. Treating the reading of OS maps as essentially a form of graph further increased the link between geography and numeracy. The outcome of the lesson was very positive with all students scoring well on the main task. Whilst circulating during the task I noticed multiple students using the along the corridor and up the stairs method to help them remember which number they should look at.

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

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Example One- Meanders and Oxbow lakes lesson.

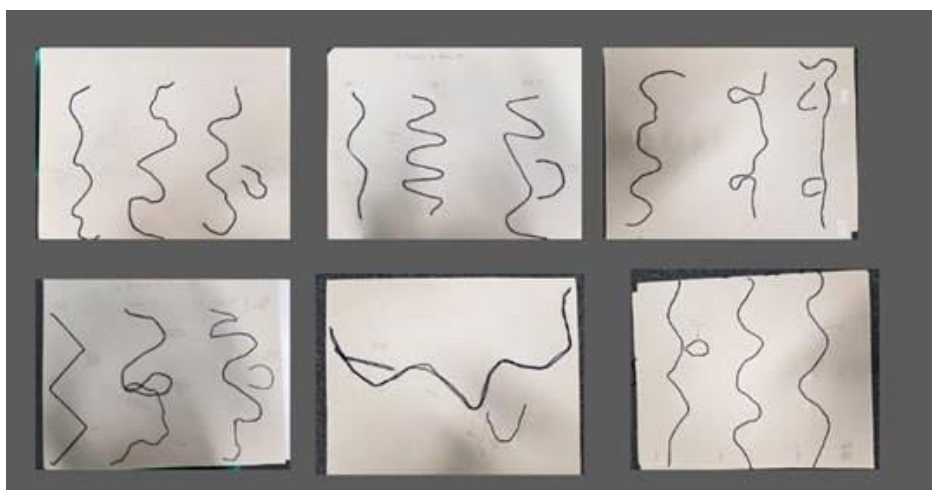
I chose to plan and deliver a main task that involved a creative element but also arguably an element of problem solving. I delivered the lesson to two Year 9 groups: one was of high ability the other medium ability, both included approximately 30 students. My goal was to create a main task that challenged students by requiring them to think in a way that deviated from the format that they are used to. Usually, at this level, the student's main task consists of an exam style question explaining the processes involved in the formation of a landform. Instead using this format, I showed students the following slide:

Equipment
1 piece of A3 paper
1 length of string

Instructions
Create a visual representation (like an aerial photograph) showing **three stages** of the formation of an Oxbow lake- include **labels** and **annotations**.

WRITE YOUR NAMES ON THE A3 PAPER!

My hope was that the novelty of this creative task would increase memorability whilst still requiring students to recognise the geographical processes involved in the creation of the pertinent formation. This was a group tasks requiring students to work together to problem solve in order to identify the best way to complete the task. Some of the outcomes are illustrated below:



One issue I found with this creative task was the distribution of work across student groups. Some students were more engaged in the task than others. This leads me to believe that students who already think creatively would dominate with those less proactive not being engaged and therefore not practicing these key skills. In the future, for similar tasks, I would consider nominating students to have different roles within the group in the hope that they would then feel obliged to contribute to the task.

Example Two- Rating flood defence strategies lesson

This task was devised for a low ability Y9 class and consisted of a differentiated version of an assessment taken at this level. The task required students to rate different flood management strategies by critically evaluating their impact on the environment. The table used by students for this task is shown below:

What is the most effective strategy at reducing the risks of flooding in the UK in the present and future?

Flood management strategy	Amount of land used.	Appearance	Protects farmland and houses	Protects the natural environment	Total Score
Key:	1-Lots of land used ↓ 10-Not much land used.	1-Doesn't look nice ↓ 10-Looks very nice	1- Not effective ↓ 10-Very effective	1-Not effective ↓ 10-Very effective	
Score out of 10					
Dams/spillways					
Widen and deepen the channel					
Concrete flood wall					
Earth Embankment (Levees)					
Demountable flood defences					
Afforestation					
Allow flooding					
Restore peat bogs					
Prevent paving over grass/gardens					
Improve building regulations					
Restrict building on floodplains					

Name/Logo: _____

The students had to give different management strategies a mark out of 10 for different sets of criteria. This required students to critically evaluate the strengths and weaknesses of these different strategies in order to come up with a value. Students had previously looked at these strategies in detail so would have to refer back to their prior knowledge and then apply their critical thinking skills in order to come to a decision.

Example Three- Humanities Compass directions-

When planning a task for a small, low ability Y8 class I decided to include a question that tested their problem-solving ability. The task involved students using an atlas and compass directions to locate different countries, counties and cities. As these students had limited experience working with world maps, a question I included was to “name a county to the East of Japan”. As the Atlas is 2-dimensional, students would have to remember/realise that the Earth is spherical and that the left-hand side of the map would join with the right. The purpose of this question wasn't to 'trick' students but to get them to apply their problem-solving skills and general knowledge to be able to answer the question. Multiple students struggled to answer this question with some of them becoming frustrated as they presumed there was an error. However, once I noticed a student had correctly figured it out, I asked them to explain to the rest of the class. This shared ‘lightbulb’ moment seemed to engage students.

Critical Reflection

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Introduction

As a student teacher my aim has been to progress in the effectiveness of my own practice by implementing the pedagogical principles as set out in Donaldson's 2015 report *Successful Futures*. These twelve principles have been identified in *Successful futures* as being "essential to good teaching and learning". I have attempted to incorporate these principles into lesson planning and by reflecting on those lessons. Subsequent reflection of lessons I have taught, allows me to identify where the application of these principles has had a seemingly positive impact on learning and where there could potentially be further development or adaptation. I have also observed lessons across a range of subjects and learning groups; an opportunity I've used to identify different teaching and learning strategies related to these principles and think on how I could adapt these to suit my own circumstances. The school in which I have undertaken my first professional teaching experience will be referred to as SchoolX throughout this assignment in order to protect its anonymity in line with BERA (2018) ethical guidelines. In their latest 2017 ESTYN report it was recorded that SchoolX had 1,721 students enrolled, aged between 11-18, including 254 in the sixth form. The school is a mixed, English medium, community secondary school that is rated as "Excellent" for current performance and prospects for improvement. For the purpose of this assignment, I have focused on the implementation and planning of three of these principles as illustrated across the portfolio.

Good teaching and learning means employing assessment for learning principles.

Coe et al (2014: 2) defines "great teaching" as "that which leads to improved student progress". In order to measure student progress teachers have relied on the use of different formative assessment strategies as well as more traditional summative assessments. Within *Successful Futures*; Donaldson states that assessment for learning is "as relevant to good teaching and learning as it is to assessment". A general consensus across academics seems to be that in order to maximize their impact AfL techniques need to be embedded into everyday classroom practice. Indeed, James (1998: 172) makes the point that "assessment should become fully integrated with teaching and learning". With this in mind, I have made a conscious effort to include AfL strategies within my lesson plans. By doing this I can better integrate AfL strategies into lessons as a pre-planned aspect rather than purely unplanned and spontaneous within the lesson. McIntyre (2000:98) highlights the issue of "sustained high quality" AfL as an "impractical option for teachers" due to the "complexity of classroom teaching". This seems to be a common opinion across practitioners with Carless (2007) describing AfL as "impractical and...incompatible with schooling demands". However, despite being critical of the expectations regarding implementing AfL techniques they do not dispute its significance within the classroom.

Within my own practice, I have utilised peer assessment throughout lessons. My reasoning behind this links to a central feature of AfL that Gardener (2012:37) recognises, involving students taking "increased responsibility for their own and one and others learning". Giving students a say in the assessment of their peer's work arguably helps them recognise good standards of work and develops their ability to think critically. The very nature of peer assessment incorporates the modelling of students' work to each other. This could theoretically

drive students to improve their own standard of work to match that of their peers. However, conversely, there is the risk that high ability students could lower their expectations of themselves in response to their peers' inferior work. Another issue I've noticed with peer marking is cheating amongst students. This is something I've particularly noticed during lessons I've observed and is an element I feel I need to address in the future. I will also aim to introduce more student self-assessment in order to encourage them to take further responsibility for their own work.

Across studies undertaken by Black and William (1998) looking at using assessment to support learning, it was noted that "day-to-day classroom assessment was relatively rare". This was despite Black and William believing that "considerable improvements would result from supporting teachers in developing this aspect of their practice". With this in mind, I have used a range of simple strategies in order to try and assess student learning during lessons. An example would be a simple show of fingers on students' hands to show a numerical score received following a peer marked task. This allowed me to gauge learning across the class and feel confident that the students were ready to move on with the lesson. I have also previously used plenaries in order to summarise learning at the end of the lesson. These have been in the form of 3 questions requiring students to recall key concepts from the lesson. When going through plenaries I use a hands down policy in order to better assess learning across the class rather than over-relying on those that are confident in giving an answer. To further develop my day to day AfL I will aim to develop my strategic use of questioning by allowing students more time to formulate an answer and by formulating questions that test deeper understanding. Gardener (2012:112) makes that point that assessment that is "not valid for its purpose" is a "waste of time". At this point in my practice I have yet to mark an extended piece of work but when I do, I agree that the feedback given should be detailed and offer students meaningful comments that allows them to identify successes but also gives them guidance on how to improve. I will utilise the Geography department's marking slips that incorporate "what went well...", "even better ifs" and a "learner response" section. The learner response section is designed to encourage students to engage with the feedback offered and act upon it if necessary.

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

The new curriculum in Wales includes three cross-curricular responsibilities: literacy, numeracy and digital competency. These three subjects support learning across all other subjects and are considered to be "fundamental and essential building blocks" (Welsh Gov, 2016). A challenge Donaldson (2015) recognises in his outlining of this principle is applying the cross-curriculum responsibilities in a way that is "natural and authentic rather than an add-on". In terms of my own practice; geography is a subject that I've found incorporates many cross-curricular themes; including these three core responsibilities. Therefore, embedding these themes into lessons is something that I have found often does occur naturally.

Currently, geography exams and assessments include extended written responses. These can include the explanation of different geographical processes and the critical evaluation of people's differing opinions. Therefore, attainment is closely linked to the pupils' levels of literacy and their ability to express their ideas. So far, I've attempted to build pupils' literacy skills by periodically providing a main task that requires extended reading that tests their comprehension, often followed by an extended written answer. As outlined within the portfolio, I also encourage students' reading skills by asking them to read out parts of text to the whole class. This is something that I can incorporate into nearly every lesson. I usually ask

students to read on a volunteer basis so as not to cause undue stress to those less confident reading out loud. I always praise the reader for their effort and for modelling good reading skills in the hope that this will encourage more volunteers in the future. I've noticed that on the whole students seem to listen well when their peers are chosen to read however it does tend to be the same students volunteering each time. One final way in which I have tried to support students' literacy skills is through the breaking down of words into their root meanings. The example I gave in the portfolio was the breaking down of the word geography to describe it as the study of (writings about) the Earth. Kieffer and Lesaux (2007:2) claim that "Recent research...shows that students with developed understanding of how words are combinations of meaningful word-parts tend to have better vocabularies and stronger reading comprehension performance". However, they do not specify the scope of this recent research or what it involved. Within my classes I have students with English as a second language: this circumstance is what made me think that this strategy may be useful in further developing their literacy. Kieffer and Lesaux (2007:5) describe this strategy as "equipping students with effective strategies for learning new words".

As for numeracy, an assessment I conducted with a Y9 class included the construction of a bar graph using data from a table that students had previously filled in. This numerical task suited the needs of the lesson and provided an opportunity for students to practice their numeracy skills. In order to incorporate more numeracy into future lessons I feel I will need to continue to update my own knowledge and make an effort to understand how methods students have been taught may differ from my own. Coe et al (2014:18) refers to Ball (1991) in saying that "teachers cannot help children learn things they themselves do not understand". This seemingly obvious statement is particularly pertinent to these cross-curriculum responsibilities as they are not the practitioner's specialism.

Providing students opportunities to practice their digital competency is an area I need to develop in the future. Compared to literacy and numeracy, competency in ICT-related skills is a relatively new focus that reflects the changes in "society due to the globalized economy and the information age" (Amadio 2013:6). In a cabinet statement Welsh Secretary for Education; Kirsty Williams (2016) describes the new Digital Competence Framework as focusing "on developing digital skills that are useful in everyday life and transferrable to the world of work". I will need to find opportunities for students to practice these skills although an issue lies in the fact that ICT facilities are not always available or does not adequately facilitate these needs. Although I feel I have modelled digital competency to students within the delivery of lessons I feel opportunities need to be provided for students to experiment themselves and reinforce what they've been taught within their ICT and DC lessons.

In the previous section I referenced the use of plenaries as a form of AfL as illustrated within the portfolio. The final question I incorporate, included within the given example, asks student to name a skill they have used. Often the skill used and recognised by students is one of the cross curricular responsibilities.

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

I would consider problem solving, creative and critical thinking to be transferable skills that support success across both academia and life in general. Helping students to become 'better thinkers' is a priority that has been recognised for years. Swartz and Parks (1994:3) make the point that "growth in thinking is obtainable by all students" making it a fully inclusive educational goal. More recently, within successful futures, Donaldson refers to the idea of "metacognition" which "involves the knowledge that an individual has about the way they and

other people think". Donaldson goes on to conclude that this awareness of different thinking skills, such as those involved in this principle, can allow students to apply them to support learning in different situations.

In order to provide an opportunity for students to think creatively I designed a lesson task that required students to produce a creative piece of work in a format that deviated from the usual lesson structure. The context of this lesson is outlined within the portfolio and includes creating a visual representation of the formation of an oxbow lake. In doing this I hope that the novelty of the creative task would increase memorability. Indeed, Cropley (2001:6) considers 'novelty' to be a 'key aspect' of creativity in education and learning. An issue lies in the ambiguity of the term 'creativity'. Many definitions are given across literature but due to its openness for personal interpretation there is variance. However, within education, a reoccurring theme is the idea that creativity involves "unusual and exciting learning opportunities which provide high quality stimuli" (Padget 2012:4). Again, this fits in with Cropley's idea of 'novelty'. I found the aspect of students' personal interpretation of my devised creative tasks to be problematic in terms of how to assess the work students produced. During my oxbow lake lesson, I provided a success criteria in the form of a pre-created model that I revealed in stages in order to provide guidance but without dampening the students' own creativity. I'd hoped to move away from a more passive learning environment by giving students the opportunity to practice these thinking skills. The work students created showed variation in design but largely fulfilled the criteria involved in explaining the geographical formation. To further develop my use of creative tasks, I feel that I could utilise students' creations to devise further tasks to aid learning in the future. This would model students work to others and provide opportunities for evaluation and improvement.

A theme that exists within geography is the management of physical and human environments and the way these interrelate. Subsequently, I have been able plan and deliver lessons that provide students an opportunity to practice their problem-solving skills by looking problems that exist in real life: an example outlined within the portfolio looks at reducing the impact of flooding in the UK. This task also links to the 6th pedagogical principle by creating authentic contexts for learning as students were aware of the issue of flooding across the UK and many could relate it to their own experiences and observations. The task involved students looking at the pros and cons of different management strategies in order to come to a conclusion. The three constituents of thinking included within this principle can be considered to be closely related. I would argue that the creative task I designed also incorporated an element of problem solving as students would have to figure out how to best fulfil the requirements of the task using the resources provided. Additionally, Padget (2012:8) argues that "creativity and critical thinking go hand in hand" and that by "applying analytical and logical critical thinking to our problem we can move towards the construction of a solution using our creative thinking". With this in mind I will look to further my implementation of this principle by planning lessons that pose key ideas in Geography as problems or lines of enquiry for students to try and 'solve' in order to develop these key thinking skills and increase student engagement.

Conclusions

So far within my teaching experience I have found that I've unconsciously been planning lessons that incorporate many of the pedagogical principles. However, as I progress, I recognise the need to make more informed decisions as I become more familiar with these principles. This will allow me to better reflect on their implementation and identify successes and areas for improvement. The conscious application of these principles within lesson planning could potentially aid me in improving the overall quality of the lesson and promote the four principle purposes that form the basis of the new curriculum. I've found geography to be a diverse

enough subject to allow the natural application of pedagogical principles that can be incorporated into student tasks and my own delivery. However, I have been able to identify that there are some principles that I have yet to fully implement within my lessons. For example, I have now identified that providing an opportunity for students to practice their digital competency as an area I need to address.

I have also found that due to existing links between different principles; by applying one or two I inadvertently find that I am also addressing others. For example, by utilising peer and self-assessment as an AfL technique I find I am also supporting the 10th principle of encouraging children and young people to take increasing responsibility for their own learning. This leads me to believe that focusing on tasks that incorporate multiple principles rather than focusing on one at a time would be more efficient at achieving the four new curriculum purposes.

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