

overview

Monday, December 9, 2019 9:09 AM

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

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Link to one note - https://uowtsd-my.sharepoint.com/:o/g/personal/1500427_student_uwtsd_ac_uk/EhALQ50CiQZMgKthnJlNkMQBkdjVQMMPDd6KC0tvXoy9Mw?e=7Dfg64

Critical Reflection

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A good teacher will have in-depth subject knowledge (Coe et al., 2014) and should base their teaching on the curriculum and consider the 12 pedagogical principles (Donaldson 2015). Professional teaching experience is the opportunity for teachers in training to be able to go into a professional environment to obtain teaching knowledge and put this into practice in the classroom. It is crucial to follow the guidelines of Donaldson (2015) due to the fact that teachers in training today are the first teachers to be going into the profession after being trained completely in relation to the new curriculum that will come into practice gradually from September 2022 (Lewis, 2019) they have a great advantage and will be accepted greatly into the teaching profession. As stated above the consideration of the 12 pedagogical principles in a teachers planning and teaching is thought to be crucial to enable the learners to get the best educational experience and outcome and therefore within this writing 3 three of the 12 pedagogical principles will be explored in great depth to ensure that the writer is on the right track to becoming an excellent teacher. To begin the reader will first explore what good teaching practice looks like.

It is very difficult to completely define what good teaching practice looks like (Coe, R., Aloisi, C., Higgins, S. and Major, L. 2014) because there are many aspects to teaching that contribute to the outcome of what good teaching practice indicates. One of the main factors of this is the success of the pupils and the progress that each pupil makes throughout the course of the academic teaching (Coe, R., Aloisi, C., Higgins, S. and Major, L. 2014). However, there are many factors that can jeopardise a student's success over a year for example home environment, relationships, illness and community (Admin, 2003) and therefore good teaching practise shouldn't be based entirely on the success of pupils. Moreover, a student needs to have previous knowledge and experiences that relate to new content to enable them to recall and understand the new information and therefore it is important that all teachers are following a well-structured curriculum to be able to offer their students the best opportunities for success (Deans for Impact 2015).

The new curriculum, however, wants the teaching and learning to be more student lead giving the students the opportunity to become more independent individuals with a curriculum that gives the learners more ownership and responsibilities with their learning, for example, peer assessing and self-assessing and mixed ability classes so that the more able and talented can help the lower ability pupils to succeed (Donaldson, 2015). Learners gain a lot more through discovering their own answers, this seems to be a lot more effective than being directly taught by their teachers (Bruner, J. S. 1961). Being taught by teachers also offers more opportunity to build on prior knowledge.

Building on prior knowledge enables students to decrease the working memory load (Koedinger and Corbett, n.d.). It is said that smaller more manageable tasks are a lot better for applying and building upon prior knowledge in comparison to larger tasks because they offer students the opportunity to access their prior knowledge and build on it at a more manageable pace (Koedinger and Corbett, n.d.). However, in comparison (Poorvucenter.yale.edu, 2019) argues that some students haven't been exposed to the relevant material for prior knowledge at all or for some time before they need to access it to aid their future learning and this has a clear impact on the learning in the classroom. School x is a multicultural school, in conjunction with (Poorvucenter.yale.edu, 2019) according to (David, Haley lyn; Capraro, Robert M. 2001) it gives the teachers more of a challenge to build on prior knowledge due to the many language barriers and issues with reading and writing (David, Haley lyn; Capraro, Robert M. 2001). It is important for teachers to understand their

pupils prior knowledge so that they can clear up any misconceptions that the pupils have, it is difficult for teachers to understand each individual pupils prior knowledge however because many teachers rely on classroom discussion to judge what the pupils previously know and therefore some students can be misled (Wenk, 2017). Classroom discussion is an opportunity for a teacher to hear all pupils' voices however not all pupils choose to contribute. Due to this, activating prior knowledge can set a learner up to fail as much as it can set them up for success, this is due to the variation of information that each individual is subject to prior to a teacher's lesson (Cambell, 2008). To ensure that activating prior knowledge is providing learners with the ability to succeed it is crucial that teachers provide learners with the "reasoning processes that lead to algorithms and conceptual generalizations" (Science teaching reconsidered, 1997). Alongside activating prior knowledge, assessment for learning also can help students to improve on their work (Cambridge-community.org.uk, n.d.).

Assessment for learning (AFL) enables students to take more ownership of their learning and closes the gap between the way in which the learners and teachers think (Cambridge-community.org.uk, n.d.). This also directly links Donaldson's vision of creating independent learners with the new curriculum (Donaldson, 2015) because if pupils think more like teachers then there will be less of a need for teachers to take the lead on pupils learning. AFL helps the students to move towards where they want to be at the end of their education (Cambridge-community.org.uk, n.d.). However, assessment for learning does cause pressure for the students and therefore it can have an outcome where the students no longer have the resistance to pursue their desired education outcomes. In conjunction to this however, as suggested by Brown (2005) assessment is a crucial part of learning for students because without it they cannot achieve the qualifications in order for them to go on to have a successful future. With the increase of mental health issues caused by pressure and stress in young people, pupils become less focused on the end goal and therefore they can only manage to focus on the current situations. Assessment for learning should be centred around the learner (Brown, 2005) with the new curriculum this will be coming into play a lot more because Donaldson believes that the pupils need to become a lot more independent in their learning (Donaldson, 2015). Hattie (1998) suggests that assessment, learning and feedback have a very big influence on each other, it is crucial for a scheme of work to include all three so that the learners get the most out of their learning (Chappuis and Stiggins, 2002). J Gardener (2012) agrees with Hattie (1998) and suggests that after their feedback learners should be encouraged to further their learning with the support of their teacher. It is said however that AFL can have a negative impact on a student's motivation if a teacher inaccurately utilizes an assessment this is why it is very important for teachers to consider every pupils learning ability when delivering an assessment for learning activity (Voza, n.d.). School X pupils find the word assessment daunting due to the low literacy levels they worry about getting it wrong and so all teachers include cross-curricular themes into their lessons to make it easier for the students to cope with.

Cross-curricular responsibility was brought into education because it was realized that the teachers are the most expensive property in education and therefore, we should maximize the use of teachers' abilities (Savage, 2011). It is not only the responsibility of single-subject teachers to deal with cross-curricular responsibilities it is, in fact, the responsibility of the schools (Savage, 2011). If it was left to single-subject teachers then the workload would proceed to be too much and the students wouldn't get the best educational experience. It is expected for all teachers and all subjects in the new curriculum to include the cross-curricular responsibilities of numeracy, literacy and digital competence in all areas of learning where possible (Donaldson, 2015). This does put more pressure on teachers however as they no longer need to just deliver their own subject-specific knowledge but they now need to become experts in the cross-curricular responsibilities also and embed them into their lessons where possible. Cross-curricular responsibilities offer students the ability to be able to deal with change and in the society that we live in now, that is very important (Morrison, K. 2018) due to the ever-changing society that we live in. Curricular Cymraeg is also a very important element of the new curriculum, it is a section of the curriculum that is

completely dedicated to the interpretation of accidental welsh, the welsh language and culture of wales (Andrews, Rhys; Lewis, Gari, 2000) this ensures that the learners are aware of the society and environment around them and also it works towards the government's goal of having a significant increase of welsh speakers in wales by 2050 (Government, 2017) definitely linking to Donaldson's curriculum because Donaldson (2015) suggests that the "foundations" to learning should be included to subject areas so that the learners are able to enter society confidently (Donaldson, 2015). Donaldson (2015) also suggests that in order for students to retain literacy skills they don't merely need repetition, instead, they need to develop understanding of using literacy in all subjects to ensure that they understand the importance of literacy in their futures ([Donaldson, 2015](#)). This is important to school X because due to the area that it is situated the literacy levels are poor throughout the school and this was noted in the previous Estyn report (2012) when the school got an unsatisfactory rating for the implementation of literacy. The Welsh government has highlighted the importance of young people develop 'wider skills' to ensure that they are ready to enter the society of the world (Donaldson, 2015).

On reflection, each pedagogical principle is important to a young person learning experience. In order to ensure that all students and teachers get the most out of teaching and learning the 12 pedagogical principles are there alongside the four core purposes (Donaldson 2015) to provide guidance and expectations for teaching and learning. After deep consideration and exploration of the literature in accordance with cross-curricular responsibilities from my understanding the literacy within my lesson plans as shown in the evidence (see Cross-curricular tab) has been suitable to the learners' abilities and has challenged them also. Literacy is a skill that is used in drama frequently due to the script element and therefore it was easier to implement this into my lesson's day today. As seen in my evidence (please see cross-curricular tab) I have been able to adapt the literacy skill tasks for all ability pupils, this shows I am in accordance with Donaldson (2015) because I know my pupils and their abilities well enough to change my resources and tasks. It has been a struggle to include numeracy and digital competency into lessons due to the fact that my expertise don't lie in those areas of learning however, knowing the importance of including this into teaching and learning according to Donaldson (2015) I am going to ensure that I embed the numeracy and digital competency into my teaching to offer my students a better chance of becoming more independent learners who are ready to go into the society that we live in today (Donaldson 2015). After reading what (Morrison, K. 2018) opinion is on cross-curricular responsibilities I am in agreeance and therefore literacy, numeracy and digital competence are elements of teaching that I want to include in my future lessons. I will do this by exploring drama in a wider context through focusing on the technical side to theatre productions and referencing for key stage four also looking at movement and scripts with Key Stage three. Even though the use of literacy in my lessons is evident after deep consideration I am going to expand on the variety of literacy tasks that I include. As seen in my evidence (see cross-curricular tab) cross-curricular responsibilities are seen as a whole school issue which agrees with (Savage, 2011). However, I have made the decision that I need to embed these responsibilities more into my lesson plans going forward because now I don't feel that I am doing the amount of work on cross-curricular responsibilities in comparison to the whole school.

In line with Donaldson's (2015) idea of creating independent learners, in the all of my lessons I ensure that I include both self and peer assessment to enable the learners to be critical of themselves and their peers and in agreement with (Cambridge-community.org.uk, n.d.) ensuring that they are taking leadership of their education. Due to self and peer assessment being a whole school goal the students at school x are used to taking part in the activities however not all students are confident enough to create what went well and even better if sentences, this is due to the low literacy levels throughout the school. As seen in my evidence (see cross-curricular tab) I provide sentence structures to aid the lower ability learners due to the key stage 3 classes being of mixed ability. Even though this helps to prompt some learners it is a target for me to make it routine for the learners to answer in full sentences without prompts to ensure that I am creating independent learners which is a suggestion from Donaldson (2015). Another assessment for a learning tool that is used in my lessons is

applying prior knowledge (APK), I use this to ensure that my students have understood the previous lessons to ensure that they are ready to continue. As seen in my evidence (see AFL tab) I created an APK task to provide me with evidence that the learners had taken on board the safety rules for stage combat. This task led for good classroom discussion demonstrating if they understood before moving onto the stage combat task. However, after doing research and reading (Wenk, 2017) it has become apparent to me that I shouldn't rely merely on classroom discussion to provide me with evidence that my pupils understand because as Wenk (2017) suggests not all of my pupils will take part and even though I had an individual hand out and I was trying to ensure all pupils were taking part it was impossible to get each individual's verbal answers and reasonings due to the size of the class and so going forward I will reassess how I find out if my learners understand by taking the time to check in with each individual where possible so that I can assist my learners to get to the places that they want to be at the end of their education. Even though this was my aim throughout, after this research there are clear instances of where I need to have this in mind when delivering and planning my lessons to give the pupils more independence and in linking back to (Cambridge-community.org.uk, n.d.) **closing the gap to the thinking between teachers and learners.**

For all of my activating prior knowledge activities, I ensured that they were all small manageable tasks because I am a believer in the suggestion from (Koedinger and Corbett, n.d.), some students in the mixed ability classes struggle with bigger tasks and so keeping them shorter enables me to keep the attention of my students allowing them to get more out of the learning. In conjunction with (Poovucenter.yale.edu, 2019) I ensure that all students have been exposed to the knowledge needed prior to the APK tasks either in previous lessons or from their peers in discussions, this enables me to understand what my pupils know and therefore it sets them up for success and not only that it allows me to clear up any misconceptions that are apparent throughout the APK tasks. This also ensures that I am not setting my pupils up to fail which is a suggestion from Cambell (2008) because I am in control of what my pupils who were present in my lessons prior knowledge is from the last lessons. It also enables the pupils to clear up misconceptions amongst themselves because as seen in my evidence (see APK tab) my APK tasks are group activities so the pupils all gain from each other. However, it is impossible to be in control of all pupils prior knowledge because even pupils present in my lessons may have other things on their minds that have happened outside of my lesson that will prevent them from retaining the information that I give them which in turn will be a disadvantage for them in future APK tasks. In agreement with (David, Haley Lyn; Capraro, Robert M. 2001) it has been a challenge to provide APK tasks that are accessible to all pupils due to the fact that school X is a multicultural school that has a percentage of 9% of pupils having English as an additional language (Estyn, 2012) therefore I always ensure to have visual examples alongside verbal to ensure that all pupils have as fair a chance as possible to success.

In order to further develop my teaching practice, my goal is to continue to research and gain targets through observation because even when teachers are qualified there is always room for improvement. With the new curriculum starting to be practiced in schools it is vital to keep up to date with Donaldsons' ever-improving and changing curriculum (2015) to ensure that I am offering my pupils the best chance for their futures. In regards to the pedagogical principles, as evident in my APK, cross-curricular and AFL tabs I do embed the principles into my lessons however after the above conclusions it is apparent that I need to continue to refer back to research when planning to ensure that I am producing the best teaching and learning that I can so that I offer my pupils and myself the best opportunities for future learning and employment.

References

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Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them.

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Four o'clock Friday

This is a poem that is the focus of the Year 7 scheme of work for the first term. The students range from the ages 11-12. All of the classes within year 7 focus on this poem and their aim is to create a physical theatre piece to show the journey of the victim of the poem. To get to this the students explore tableau/x, physical theatre, natural world and thought tracking. The students need to read and explore the literature within the poem to be able to portray the feelings and emotions of both the victim and the bullies also with a focus on empathy. The scheme of learning enables the students to work through the poem at their own pace to enable all ability pupils to produce a piece of work that best demonstrates their ability to perform and produce dramatic work.



Four O' Clock Friday

Four o'clock, Friday, I'm home at last
Time to forget the week that has passed.

On Monday, at break, they stole my ball
And threw it over the playground wall.

On Tuesday morning, I came in late,
But they were waiting behind the gate.

On Wednesday afternoon, in games,
They threw mud at me and called me names.

Yesterday, they laughed after the test
'cause my marks were lower than the rest.

Today, they trampled my books on the floor,
And I was kept in because I swore.

Four o' clock, Friday, at last I'm free,
For two whole days they can't get at me.

By John Foster



Accelerated reading and class reading.

The whole school focus on the literacy levels and reading ages of the learners due to the vast range of reading ages throughout the year groups. There are classes in year 7 and 8 that have reading ages from 5 years to 17 years in one class. This is something that the whole school focuses on and so the whole school ensures that all of the pupils in year 7 and 8 all read for 15 minutes each day at the start of lesson 5. However the school also focus' on empathy at the moment because they are focused on their empathy lab and so the resources below were produced to replace the 15 minutes of reading. They were produced so that the class as a whole, no matter what ability they are can contribute and gain knowledge from each other and the teacher is able to have some impact and understanding on the pupils abilities and contribution to the tasks. The whole class is expected to read the extract and so we can either do that individually or get individuals to read out to the class which is again improving literacy skills.

Year 7 Lesson 5 Reading and Empathy Discussion

The theme this week is disabilities.

Read the extract below and discuss as a class the following questions.

Remember, your teacher may not have read *Private Peaceful*, so YOU are the experts.

though...
Mother told us when we were older that Big Joe had nearly died just a few days after he was born. Meningitis, they told her at the hospital. The doctor said Joe had brain damage, that he'd be no use to anyone, even if he lived. But Big Joe did live, and he did get better, though never completely. As we were growing up, all we knew was that he was different. It didn't matter to us that he couldn't speak very well, that he couldn't read or write at all, that he didn't think like we did, like other people did. To us he was just Big Joe. He did frighten us sometimes. He seemed to drift off to live in a dream world of his own, often a world of nightmares I thought because he could become very agitated and upset. But sooner or later he always came back to us and would be himself again, the Big Joe we all knew, the Big Joe who loved everything and everyone, especially animals and birds and flowers, totally trusting, always forgiving – even when he found out that his sweets were rabbit droppings.

What do you know about Big Joe and how he links to the theme of disabilities?

What do we learn from this extract about Big Joe?

Can you think of any examples from the book which show that Big Joe 'loved everything and everyone'?

Imagine you were Tommo. How do you feel towards your brother Big Joe?

Monday

Oliver

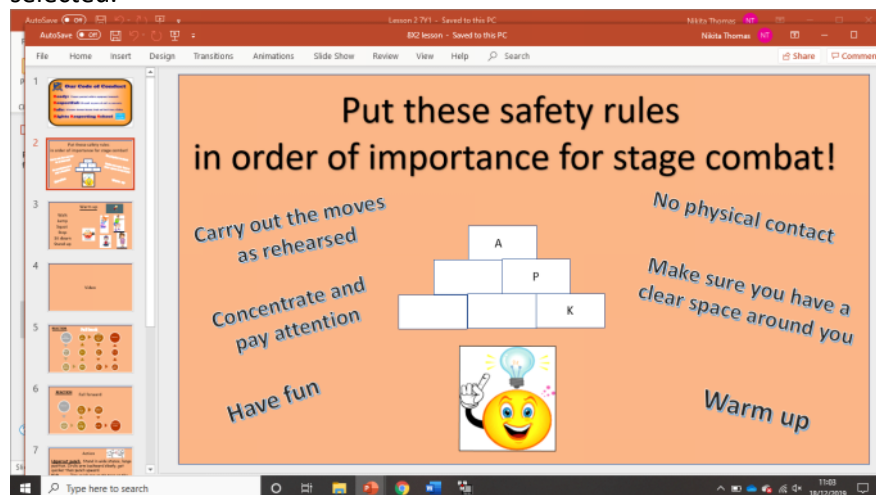
This is from a year 7 class which is an ALN class with 2 Teaching Assistants present at all times. The students in this class struggle with focus and reading especially. It was noticed during their accelerated reading that they weren't engaging with the activity and it was causing more disruption than anything else and so I decided it would be easier to sit all of the learners down together with me as the teacher and all focus on one text together. The focus for this class is *Oliver* and it has been very evident that the choice to do the accelerated reading as a whole class was the correct choice because all of the students are engaging and focusing on the script. The text below is clear evidence for this because the class has produced 2 scripts (girls group below) from their own knowledge and understanding of what they have read of *Oliver*. This is proof that the engagement and literacy skills have developed significantly from the times where the pupils would cause more disruption than anything else. Some students in this class before the choice was made to do the activity as a class wouldn't even open a book because they struggled so much and so the improvement on those students specifically had been very positive.

Good teaching and learning means employing assessment for learning principles

Monday, December 9, 2019 10:08 AM

APK

One of my targets in the first block of my PTE1 was to create a variety of A.P.K tasks. This is a year 8 A.P.K task and it was designed to ensure that the pupils understand the importance of the safety rules that need to be followed in order to be able to carry out the stage combat slips trips and falls. The pupils were individually given a sheet with the pyramid template on to write in the safety rules in order of importance. This is important and leads to good whole class discussion to ensure that the children have full explanations as to why they have chosen the order of importance that they have selected.



WWW and EBI

Throughout year 7 and 8 (ages 11-13) in drama The students are taught and required to self and peer assess. To do this they are expected to provide what went well and even better if feedback. The students are required to give expanded constructive criticism to individuals and groups of pupils during show back sessions in reference to their success criteria (shown in the yellow box below). The students all need to produce both a what went well and an even better if feedback for each performance because there are told that the pupils will be randomly selected to give feedback by the teacher. The sentence stems that are given below are given to aid the lower ability pupils. Not all the pupils choose to use the sentence stems but they are encouraged too if they struggle to provide extended feedback. The learners will be aided with open and closed questions from the teacher if they struggle to expand their feedback but this is slowly scaffolded (taken away) when the learners become more confident and they are also always encouraged to produce extended feedback straight away. This is used as AFL because it enables the teacher to see that the students are able to use they key terminology and that they are able to be constructive and that they are able to expand on their literacy skills and vocabulary. This also enables the pupils to become independent individuals.

When you are watching think about the success criteria!

I thought it was particularly effective when...
It worked because...

1. Audience Awareness
2. Body language
3. Focus
4. Physical Theatre
5. Group work

In this performance I liked how the performers... It made me think...

It would be even better if... because...

This piece could have been further improved by...



What is expected of a Respectful Audience?

Expressive arts journal

This is a section from the year 7 (11-12 year olds) expressive arts journal. It is a journal that is used across Drama, Music and Art. Before the pupils begin their schemes of learning they are given 5 dramatic terms/skills and asked to score their understanding of the words from 1 (being no knowledge) to 5 (being very knowledgeable) of the terms. They then have to explain what they think it is, where they have explored it and how if they think they know what it is. If they don't know then they simply put that down. After the scheme of learning has been completed the pupils then go back to this page and do the same task again, stating if they know what the terms mean and where and how they have explored them. This gives a clear indication of if the students have developed understanding and if they have progressed throughout the course of the term. It also shows them how much of an improvement they have made and gives them more of an incentive to keep going and shows them that even if you don't know what something is, you still have the ability to learn what it is.

Key skills I am developing this term in Drama:

Skill	Scale 1-5	Notes
Talibou	1	I don't know what this is
Body language	1	I'm not sure
Facial expression	2	When you show you're happy
Audience awareness	2	I think it's when you are aware of the audience

Key skills I am developing this term in Drama:

Skill	Scale 1-5	Notes
Talibou	5	A talibou is a frozen mask. When we explored this skill, we used to show our audience how you character is feeling. Facial expression
Body language	5	Facial expression is used to show our audience how you character is feeling. Audience awareness
Facial expression	5	Facial expression is used to show our audience how you character is feeling. Audience awareness
Audience awareness	5	Facial expression is used to show our audience how you character is feeling. Audience awareness

Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.

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APK

This is an activating prior knowledge that was used with year 7 classes in their 5th week of learning (5 weeks into their scheme of work). The learners were ages 11-12 years old and had previously learnt about tableau/x and audience awareness and body language and group work and physical theatre. As stated below they had to in their groups create a tableau/x for one of the lines in the poem that they had been focusing on (see slide 3 for the full poem) and then they had 1 minute to recap the key terms A,B,C and D in their groups. They were instructed that the teacher would randomly select 1 member from their group to give their definition and example. To engage the class more they gained their groups 1 point for a correct answer, 2 points for an extended correct answer and 3 points if they include an example. The points were collected and recorded and whichever group got the most points after a series of lessons got a treat at the end. This was done to engage and encourage group work. When this APK was used multiple times with the same class the key words were changed and the step 2 was changed.

1. Sit in your groups straight away.

2. Create a tableau for,
"On Monday at break they stole my ball
and threw it over the playground wall."

Listen for the countdown - FREEZE

3. When I say 'go' you have 1 minute to
recap the following terms ready for my
questions!



Discuss
in your
team.
Get
your
answer
ready!

A.
Audience
Awareness

B.
Body
Language

C.
Group Work

D.
Physical
Theatre

Slapstick comedy

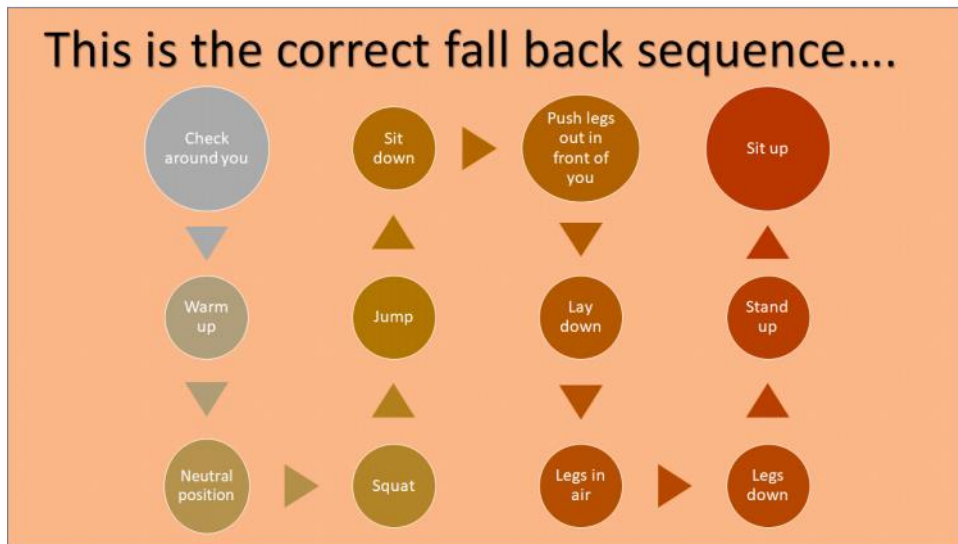
This is a year 8 slapstick comedy APK task. The pupils are aged 12-13. During this topic we focus on exaggerated movement, comedy, stage combat, absurd situations, mime and practical jokes. This was an APK task 5 weeks into the scheme of learning and it was used to ensure that the students were engaging with the learning and were able to recall what we had been focusing on. This is a fun practical task where students are told to read the statements and go to either side of the room depending on their answer to the statements. This topic is very popular with all gender pupils and it is used to engage the pupils of all abilities. The learners enjoy the physicality of it and the stage combat element. This is an APK task that learners enjoy because they get to move. They are told that they need to have an explanation for their decision because pupils will be randomly selected to give their answers on both the true and false sides of the room. This definitely gave a better range of answers because all of the pupils had clearly thought about their answers prior to answering. This was shown in the expanded explanations given from the pupils in class.

A.P.K

True False

Mr. Bean is a slapstick comedy actor....

It is important to remember to have
full physical contact
when carrying out slips trips and falls.....



River lesson

This is a lesson that is part of my year 7 scheme of learning. The learners are aged 11-12 and this was a task that applied the students prior knowledge and experience from previous lessons on Tableau/x and how to create them. However this task was part of a lesson where the students were taught about the welsh environment and activities e.g canyoning, river Mellte, Pen y fan, welsh beaches and floods in wales. The students were asked to create a tableaux in their groups to show the feelings and emotions that each person in their group would in their chosen photo from the given examples shown below. This lesson really engaged the learners because they were all interested to learn about their natural environment in wales.

