Title page

Monday, 9 December 2019 10:20

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

Student name: Hannah Wise

Student number: 1900155

Pathway: P-PGCE

Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	Ensure that your writing has even more focus on criticality rather than description.	Aimed to reflect on every aspect including research and personal use of the principles.
Target 2	Engage even further with academic and professional literature to enhance your practice and professional development.	Engaged with a variety of literature.

Link to OneNote Assignment: 1900155 Hannah Wise ECAD6008

Critical reflection

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This essay will discuss how personal growth, as a teacher, helps promote a successful learning environment. It will then give a brief overview of my professional teaching experience (PTE). The main body of the essay will discuss and reflect on my progress of planning and implementing three pedagogical principles within my practice:

1. Good teaching and learning means employing assessment for learning (AFL) principles,
2. Good teaching and learning regularly reinforces cross-curricular responsibilities (CCR), including literacy, numeracy and digital competence and provides opportunities to practice them,
3. Good teaching and learning creates authentic contexts for learning.

In the rest of the essay these principles will be referred to as AFL, CCR and authentic contexts. For each principle the essay will critically analyse literature and how it could benefit learning. Then it will examine how I implemented each principle and reflect on how I continue developing them. The essay will conclude by summing up my reflections and what I will continue or begin to implement in the future.

Initially, this essay will analyse successful pedagogy techniques and how it enables learners succeed. Pedagogy is a large section of Donaldson's (2015) successful futures policy and it explains, "there is an increasingly powerful body of evidence about the central importance of good teaching to effective learning (pp. 63)." Donaldson (2015) suggests various methods to support teachers' practice; good subject expertise, classroom craft, social and psychological factors that influence learning, ability to excite and inspire learning. The twelve pedagogical principles can help support teachers to achieve these effective teaching methods. Pollard and Bourne (1994) suggest there are five stages to consider when a teacher progresses from a novice teacher to an expert teacher. They propose student teachers are novices, who are continually developing. Student teachers need further experience and motivation to continue developing through the stages. The age of Pollard and Bourne's research means the research needs to be considered with some

restraint, although the evidence still seems fitting to research now. I will continue try to gain further experience and be motivated to progress to an expert teacher but it is difficult to suggest that an expert teacher is even possible. I strive to develop and continue progressing, which can be supported through the use of the pedagogical principles stated above.

The essay will now give an overview of the type of class I had on my PTE. It was a Reception class, where the learners began the year between an outcome 2 and outcome 4. This allowed me to use AFL principles effectively in my lessons due to their higher order thinking skills. I taught a range of lessons including literacy, numeracy, creative art, physical education, science, history, geography, religious education and Welsh.

The essay will explore research on AFL principles, linking it to my experiences in lessons. It will then discuss recommendations that will keep developing this principle. I have completed extended reading on AFL so I knew how important it is for learning. Therefore, it was paramount to include this within my lessons where appropriate. Assessment within schools tends to be a very commonplace aspect within lessons and the school day. Usually, assessment is seen to provide numerical data to publish in league tables to make schools accountable or to allow students to gain certificates (Black et al., 2007). Assessment needs to be for the learners' benefits and guarantee they are continually reflecting or developing. AFL aims to prioritise students' learning, which is why it is key to utilise this within my lessons (Black et al., 2007). There are four elements of AFL: self and peer assessment; quality of questioning and quality of talk; sharing criteria with learners; use and quality of feedback (Black and Wiliam, 1998). In my time throughout my PTE placement I was able to create a success criteria with learners, use traffic light learning objectives to develop the quality of talk with myself and the learners and peer and self-assessment. Wiliam (2018) suggests that when learners are part of the co-construction they are more likely to take part in discussion and come to their own conclusions. This meant that the learners are more likely to then use the success criteria in their work. I saw this in their creative art lesson, as before they begun their work they were able to revisit the success criteria and could use this within their artwork. Though, the learners had not previously created a success criterion before so I did not know what to expect from them. I think this led to me going in with

preconceived ideas as to what a success criteria might look like for this task. This may have meant that I got too involved in the discussion and I may have steered the conversation to the outcome I had previously thought of, so the learners may not have been able to take complete ownership of the criteria. As the learners are only 4 and 5 years old it may have meant that they did not have a full understanding of what they may have been creating. I do not think this was the case in this class but it is important to consider for a class of a lower level understanding. Differentiation is an important aspect in class but this may be difficult to achieve when learners are creating their own success criteria (Wiliam, 2018). One of our criteria was to use shapes and as the higher ability learners may know more shapes than the lower ability learners it was reflected in the outcome piece. One major issue that is suggested by Stiggins (2001) is that co-constructing success criteria with learners is that it is likely to be task specific, which may mean we are focusing the learning too much and not allowing the learners to explore and develop creatively, especially in a creative arts lesson. In my reflection post lesson and the use of the success criteria was that this lesson may not have been the most appropriate lesson to use a co-construction of a success criteria but the implementation within the lesson seemed beneficial for the learners.

In addition to the construction of success criteria, I used the traffic light system on the learning objective to fill in post task to open up a conversation between the learners and myself. This was used in numerous lessons and the learners really engaged in this process. It allowed for a greater understanding on my behalf to gain insight into how the learners thought the task went and if they put hard or ok it began a conversation as to why they thought that. If it brought up an issue with the content of the lesson it allowed me to go over the things that they were struggling with and correct the issue rather than the learners going away from the task with issues with their understanding. Patrick et al. (2007) explains that the classroom environment can influence a learners' belief about themselves and their work so when teachers engage in building the learner experience and scaffold their learning experience it enhances the learner development. This development in the learning experience can be done through continuous dialogues and feedback loops between teachers, learners and amongst peers. However, in the age group I was working with Black and Wiliam (2009) suggest that the teacher and learner feedback loop is most crucial and especially the quality of that interaction (Alexander, 2006). This seemed to be very effective especially in

combatting any misconceptions in learning. In future lessons I think I would try and get an understanding of a whole group misconception and address it on a whole class level, rather than continually address it one on one.

Finally, using peer and self-assessment in the plenary of a numeracy lesson where the learners used their knowledge to pay for their snacks. Gamlem and Munthe (2014) propose that feedback; talk and joint activities that build on knowledge are beneficial for learning. Therefore, this learning experience in class would have been very engaging and successful for the learners, as it allowed for the learners to work together towards a common aim and discuss the cost of the snacks addressing any misconceptions together. The quality of talk probably was not as successful as it could have been if it had been done with an older pupil, as the higher ability of the two learners just took over rather than come to a common answer. In the future, I would probably pair the learners on ability so that the two may have had better conversations due to the ability being similar rather than the higher ability just taking over.
In conclusion, AFL is suggested to prioritise learning above anything else so I will continue to create success criteria's, include quality of talk and peer assessment as they promote a successful learning environment. In the future, I will aim to pair learners more effectively, specific to the context of the task and address any misconceptions that arise through quality of talk on a whole class level if numerous learners have the same misunderstanding.

The essay will move on to exploring the research in relation to the cross – curricular learning (CCR) objectives, progressing on to linking it to what I used in my lessons. It will then discuss recommendations that will keep developing this principle. CCR was initially adopted by Lawton (1997) who suggested moved away from the content led curriculum to include cross-curricular themes. Kerry (2015) explains that using CCR approaches becomes a more respectable and achievable goal within education allowing for learners to become engrossed in their learning. CCR was something that I struggled to incorporate within my lessons, as they were typically singular and one off lessons. When it was early November there was the week where we did a lot of lessons that used fireworks as the theme. We looked at the senses for a literacy lesson where we wrote down words that described: see, smell, touch, taste and hear during fireworks night. We used the 'see' words as shown in CCR - evidence 2 to support the learner in an art lesson and to consider what

they may want to use within their art picture. We also used art, specifically fireworks night to introduce the concepts of 2D shapes as shown in CCR - evidence 1. Desbottes and Nicholls (2004) suggest that the use of CCR can support the development of gifted and talented learners as it cultivates independent thinking. Conversely, they did not consider whether the use of CCR might be too much for the lower ability learners. This is where I took into consideration the type of learner I had in my groups and tried to give more support to the learners that struggled to come to the answer themselves. The age of the child needs to be considered, which Desbottes and Nicholls (2004) did not mention. As the learner gets older they can be given more freedom to discover different aspects within the theme. Due to the class age in this art lesson I needed to make sure the support was appropriate to allow the learners to be successful. For example, within the direct teaching section numeracy was included within an art lesson. This was directed by me as the teacher by asking the question of "what shapes can we see in these pictures?" I initially did not mention shapes to see if they would discover it independently but as the lesson progressed none of the shapes were suggested so I asked the question to prompt them. This in conjunction with them deciding what they can see, hear, feel, touch and taste on a fireworks night allowed independent thinking but some input from the teacher will lead to enhancing their knowledge. CCR is important to consider as Donaldson (2015) suggests that using separate subject planning, combined with a narrow focus could lead to repetitive experiences not giving the learner a rounded learning experience.

I was able to utilise literacy within a numeracy lesson as shown in CCR - evidence 3, which allowed the learners to develop their writing and oracy within a maths lesson so they did not even realise. I thought it was important to try and incorporate writing into many lessons, as this is something that this class struggled with so they tried to avoid it where possible. This meant that incorporating it into a different lesson removed the emphasis for the learners so they are still learning without realising it. In the future I need to try and bring this down to the lower ability groups, as they did not get the chance to ask questions and listen to answers, which may have developed oracy skills.

In conclusion, CCR is an aspect of learning that is necessary within education to allow for engagement within the learning experience. I need to continue to develop CCR within my practice as I struggled to implement this within my lessons, as within my PTE school the lessons tend to be singular. Finally, I

need to ensure that all levels of ability are catered for within the lesson even if they need to be altered.

The essay will finish by exploring the research in relation to authentic contexts, progressing on to linking it to what I used in my lessons. It will then discuss recommendations that will keep developing this principle. Authentic literacy activities are defined by Duke et al. (2006, pp. 346) as "those that replicate or reflect reading and writing activities that occur in the lives of people outside of learning to read and write context and purpose". A literacy activity needs to include authentic text or writing so the aim of the autumn walk was to get the learners thinking about letter sounds in a context they are always out and exploring, which is especially important in the foundation phase. Duke et al. (2006) explains that for the learners to engage thoroughly with authentic context learning the teacher needs to try and establish what the learners' gaps in knowledge or what they want to know. This is not something I did before the autumn walk and I should have done this before starting the walk to ensure it was focussed on adding to the gaps in their knowledge. There are four types of set ups; hands on demonstrations, teachable moments, topic announcement and discrepant events. The autumn walk fitted with the "topic announcements" as the aim was to illicit questions about the topic. K – W – Ls, first described by Ogle (1986) was used by teachers for eliciting questions about topics and this concept was followed within the autumnal walk (K = what we know, W = what do we want to know, L = what we have learned). However, I do not think I used the 'what do we want to know' within my lesson as I did not think it was appropriate. On reflection I believe it probably would have been beneficial, especially with peer support as the higher ability learners would have been able to support with the different sounds for different autumn items. To ensure that authentic learning is beneficial for learning, Rule (2006) suggests there are four themes to consider:

1) Involves real world problems.
2) An open-ended inquiry, involves thinking skills, and metacognition.
3) Uses open discussion to allow for thoughts to be communicated as a whole class.
4) Allow a free choice to direct own learning.

On reflection, the autumn walk allowed the learners to direct their own learning to produce their free choice art project but there was no free choice as to what they wanted to create at the end of the autumn walk, which may

have enhanced engagement. The walk allowed the learners to explore and allowed them to follow their own inquiry and to discuss it with the class but there was an ultimate aim to the process that was designed by me as the teacher. In the future, it may have been worth discussing with the class different outcomes that they think they may have developed with the focus of collecting autumn things, whilst focusing on the letters they begin with. There was free choice in how they wanted to create their art piece and what they wanted to include but they were required to create an art piece. Santrock (2011) suggests that using the social constructivist perspective means it needs to ensure that learners' experiences are connected to contexts outside the classroom. Driver et al. (1994) explains, "social constructivism emphasises the belief that knowledge is constructed when individuals interact socially and talk about shared tasks or dilemmas". Therefore, in the numeracy lesson where the learners aimed to measure themselves using a non-standardised method (apples) it allowed for discussion on who was taller and shorter. In future lessons I would give them more freedom so that they can find different objects to measure themselves against. This will allow for a greater discussion between learners of their height and comparing these heights between learners.
In conclusion, authentic learning contexts are considered vital within learning as they allow for reflection, discussion and include real world problems. I tried to include these in as many different aspects of my lessons as possible but in the future I will try to include free choice where appropriate to allow for personal growth within learning and use the K – W – L concept to benefit the learning where appropriate.

This essay began by analysing why teaching and learning principles improve the learning experience and how developing as a teacher is important for enhancing the learner experience. It then progressed to discuss the importance of three pedagogical principles within my practice: AFL, CCR and authentic contexts. The essay analysed why these principles are important within my practice and how they might enhance the learning experience. It then reflected on how I implemented these principles in my practice and recommended how I could continue to develop them. Recommendations included pairing up the learners in more effective pairings to ensure high quality talk, continue to use CCR within my teaching and finally, including free choice within authentic contexts to allow for personal growth and

engagement within learning.

References

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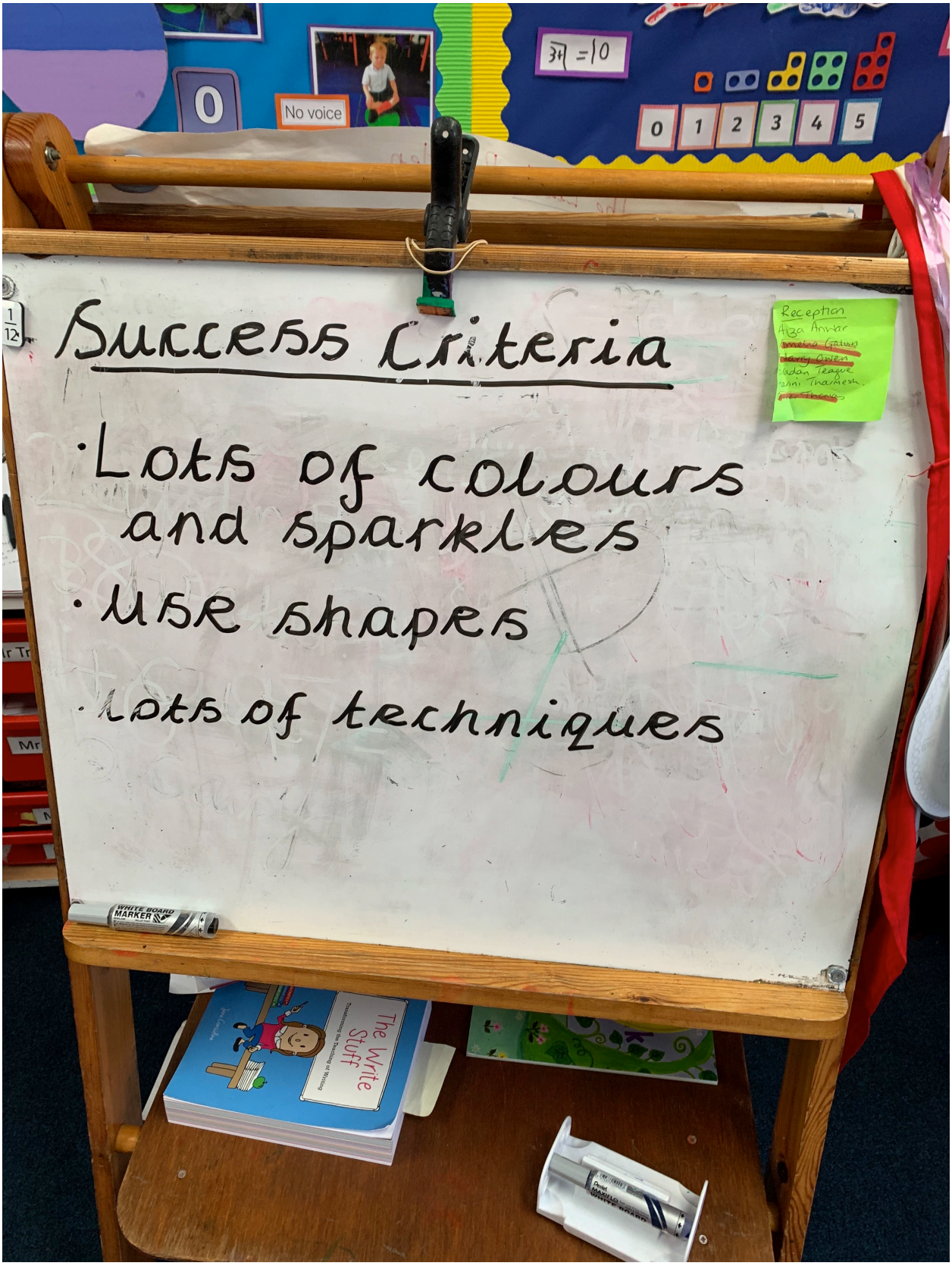
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AFL - Evidence 1

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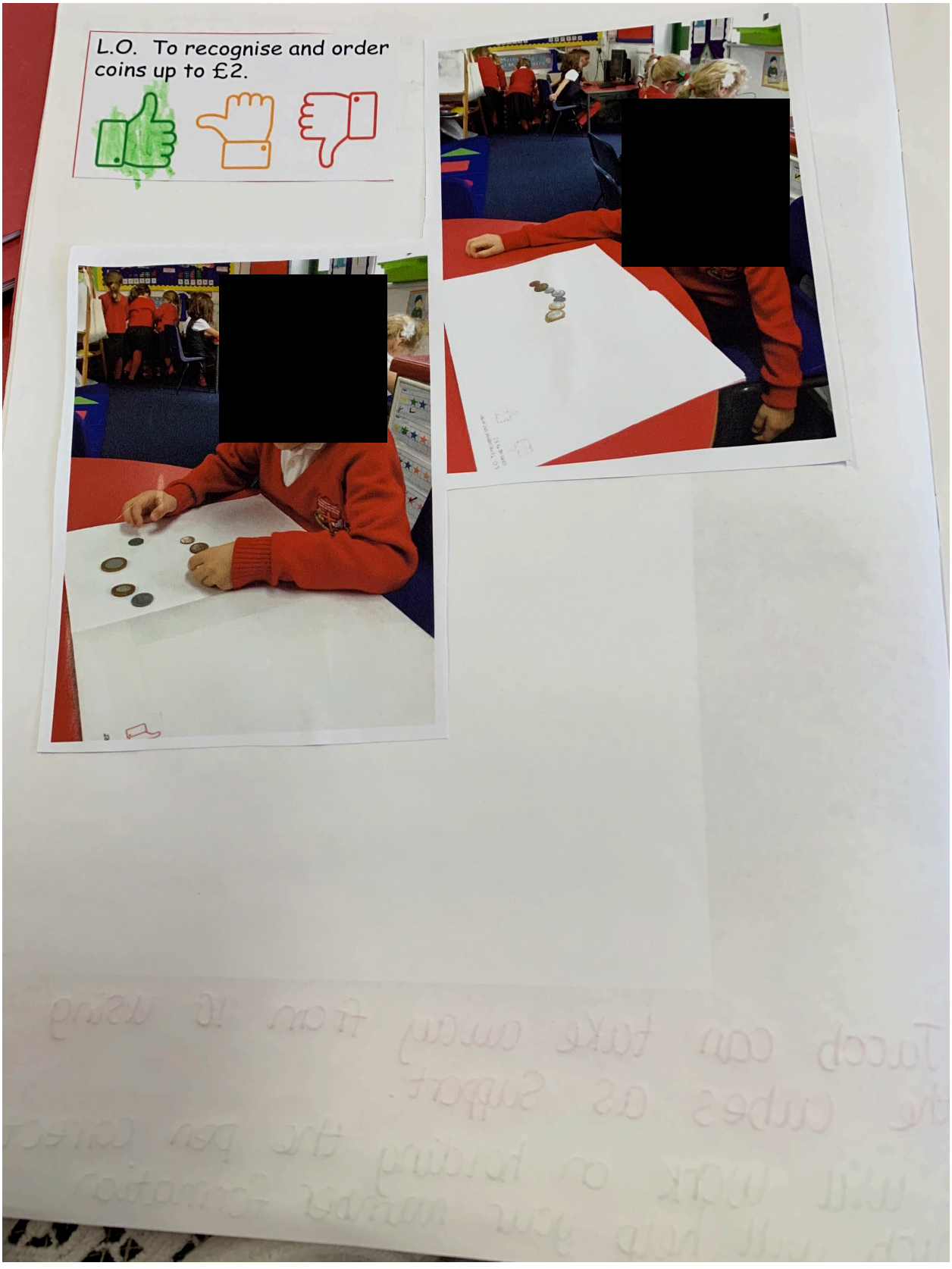
In a creative arts lesson I formulated a success criteria with the learners (as shown above) with a Reception class. The art lesson was focusing on creating a picture using a variety of techniques, using lots of colour, sparkles and shapes in the art. I chose to create a success criteria with the learners as it seemed appropriate following the discussion of different artists work and the wow words that the learners created from what we can see from fireworks night. I ensured that the success criteria was in basic terms and in words used by the children. The word techniques was offered by me to further their vocabulary after we discussed all the different types of materials they had to explore.

Creating the success criteria together allows the learners to take ownership of their work and they know exactly what they are aiming for (Black & Wiliam, 1998).

Ensuring the success criteria was kept up on the board and prompting the children to revisit the criteria before they started their work allowed for them to keep it at the forefront of their mind. I think they enjoyed being involved in the creation of what they thought a good art piece will look like. This may have been a good opportunity to begin implementing self and peer assessment as they had a real structure to work off.

AFL - Evidence 2

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In my numeracy lesson I incorporated in the traffic light response of how hard the Reception class thought the task was. In the lesson the learners looked at understanding the concept of money and ordering the value of different coins. Including the traffic light response opened up a conversation between the learner and myself into why they may have struggled with the task and what they need more help / input in. This ensured I could go through any issues especially if numerous learners had a similar issue.

Wiliam (2006) suggest that getting feedback from the learner throughout the task to ensure that the learners can alter their work whilst they have time to change it is the most beneficial for their learning. My class mentor also likes to use this method throughout their work and the class seem to really engage with this feedback method.

In the future it may be worth looking at getting numerous traffic light responses at different points throughout the exercise. For example, once the direct teaching was completed to see where their understanding was, then just before their task and then finally at the end of the task.

AFL - Evidence 3

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Time 70min	**Activities/Methodology/Key Concepts** (Teacher's Role – including key teaching points, differentiation strategies and key questions)	**Pupil Tasks** (Pupils' role – including differentiation, engagement in formative assessment and homework)
Plenary 10 mins	https://www.topmarks.co.uk/money/coins-game Sort and order. Who can tell me which coin is the £2 and who can tell me which coin is the 10p? Then order from least to most https://www.topmarks.co.uk/maths-games/7-11-years/money Pay for their snacks at the end of the lesson	Get the learners to come up to the board and if running out of time then they can tell me where each one goes At the end of lesson is snack time – get the learners to pay for their snacks using the level they got up to (in pairs, so they can support one another) Support – 10p and 5p Core – 50p and £1 Challenge – 25p and £1.50 Complete self assessment thumbs

Afl opportunities – completed in red

In this numeracy lesson with my Reception class I completed the plenary (shown above) was completed in the middle of the day so all the teacher led tasks hadn't been completed for each child yet so it allowed for me to assess how much they had understood and where I need to fill in any missing knowledge when we came back after break. This really helped me as a teacher to understand whether there was a general misunderstanding throughout the class and rectify that as a whole.

Sadler (1998) suggests that engaging in formative assessment supports learning especially when the learners have the opportunity to make any adjustments to the answers they create.

Initially I thought that working in pairs would allow for higher ability to support lower ability but I think it would have worked better if the learners' ability were similar as the knowledge of the higher ability were too high so the lower ability were unsure as to what they were doing. As the higher ability were able to start creating values of 13p and 25p whereas the lower ability only understood the value up to 10p. Therefore, if there was a higher ability and lower ability together the cost of the milk being 35p was way too difficult for the lower ability and when it was 10p it was way too easy for the higher ability.

CCR - Evidence 1

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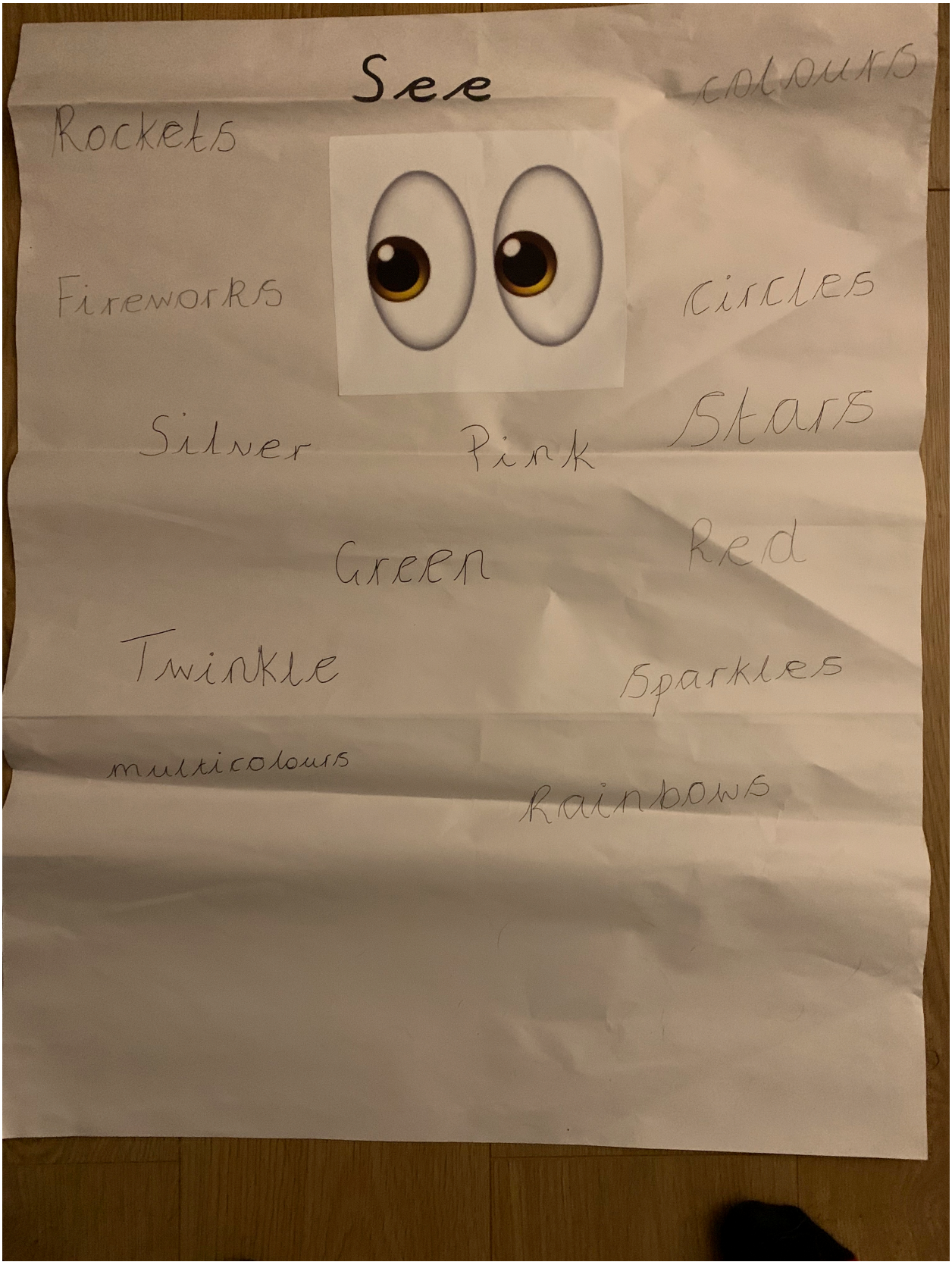
In a creative arts lesson in Reception where we looked at creating a fireworks painting. The class discussed what they liked about the example paintings and what they might use in their paintings. When going through the artists the class discussed if they could find any visible shapes in an abstract concept such as art. It ensured that we were covering an aspect of numeracy within a lesson that they really enjoyed doing so they really engaged with the process.

I decided to do this as they have a really good understanding of shapes so incorporating this knowledge in a different lesson allows the knowledge and understand to cement in their brain, whilst keeping the learners engaged. In the future it may be worth asking the questions about if you can see shapes in variety of places as some of the shapes were missed in the pictures. This may have been due to missing understanding.

Cross curricular responsibilities means that it is important to ensure that numeracy can be used throughout different aspects of the curriculum as they are "important to thinking, learning and life" (Donaldson, 2015). Therefore, in this lesson it ensured that the learners engaged in a higher level of thinking within a creative arts lesson.

CCR - Evidence 2

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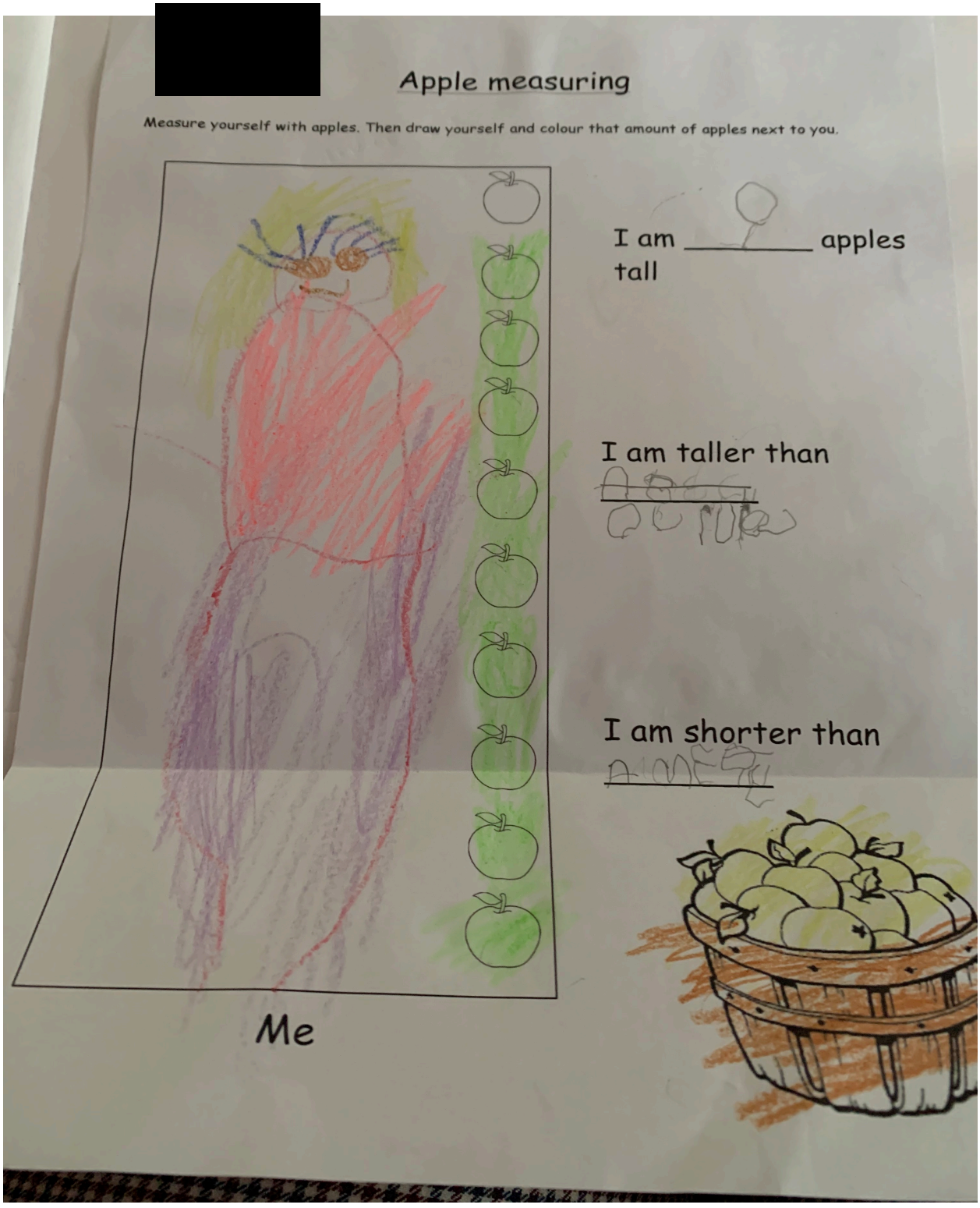


For the same creative arts lesson as evidence 1 where the class looked at fireworks art - we discussed what we liked about the painting and what we might like to include in ours. We also developed a wow words that we can see on fireworks night that may help the learners decide what could go in their painting. This meant that the learners covered both literacy and numeracy within a creative art lesson. The development of higher order oracy in this lesson as they had to give reasons as to what they liked and why, then how they may use this in their own paintings.

To improve this may have been to get the children engaged in the writing process, even if it was just the first letter of the word as they would have really enjoyed getting up. However, this engagement in literacy is a really important aspect for the class mentor so it was really important for me to include literacy where possible.

CCR - Evidence 3

Thursday, 19 December 2019 14:30



In a numeracy lesson in Reception where we looked at measuring using non - specified units of measurements. The class used apples as their measurements and once the task was done they were able to go around asking other students how tall / short they were, therefore finding out if they were taller or shorter. This allowed the learners to develop their oracy skills by finding out how tall other learners were, whilst developing their writing as they had to write down their names.

I decided to do this as they really engage with practical lessons where they get to move about and really get involved in the lesson. In the future it may be worth spending more time on this activity so the lower ability learners could have got involved in the oracy section so they can ask questions and listen to the answer even if they are not writing the names down.

Authentic Contexts - Evidence 1

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On a literacy lesson where we focused on letter sounds and finding autumnal things such as 'f' - flowers, 'l' - leaves and 't' - trees. The children loves going outside and exploring so this really engaged them in learning and the different letters or sounds for authentic contexts. They also knew that they had the end art project to complete at the end of the walk so there was an outcome to aim for.

I decided to do this as they have a really good engagement when they are out and about outside and when children are engaged in learning it will be more likely to be successful learning. In the future it may be worth asking the questions about different objects and challenging the highers with more challenging sounds.

Authentic contexts means that it is important to ensure that learning is done through contexts that the learners may be more engaged in and situations that they may come across regularly.

Authentic Contexts - Evidence 2

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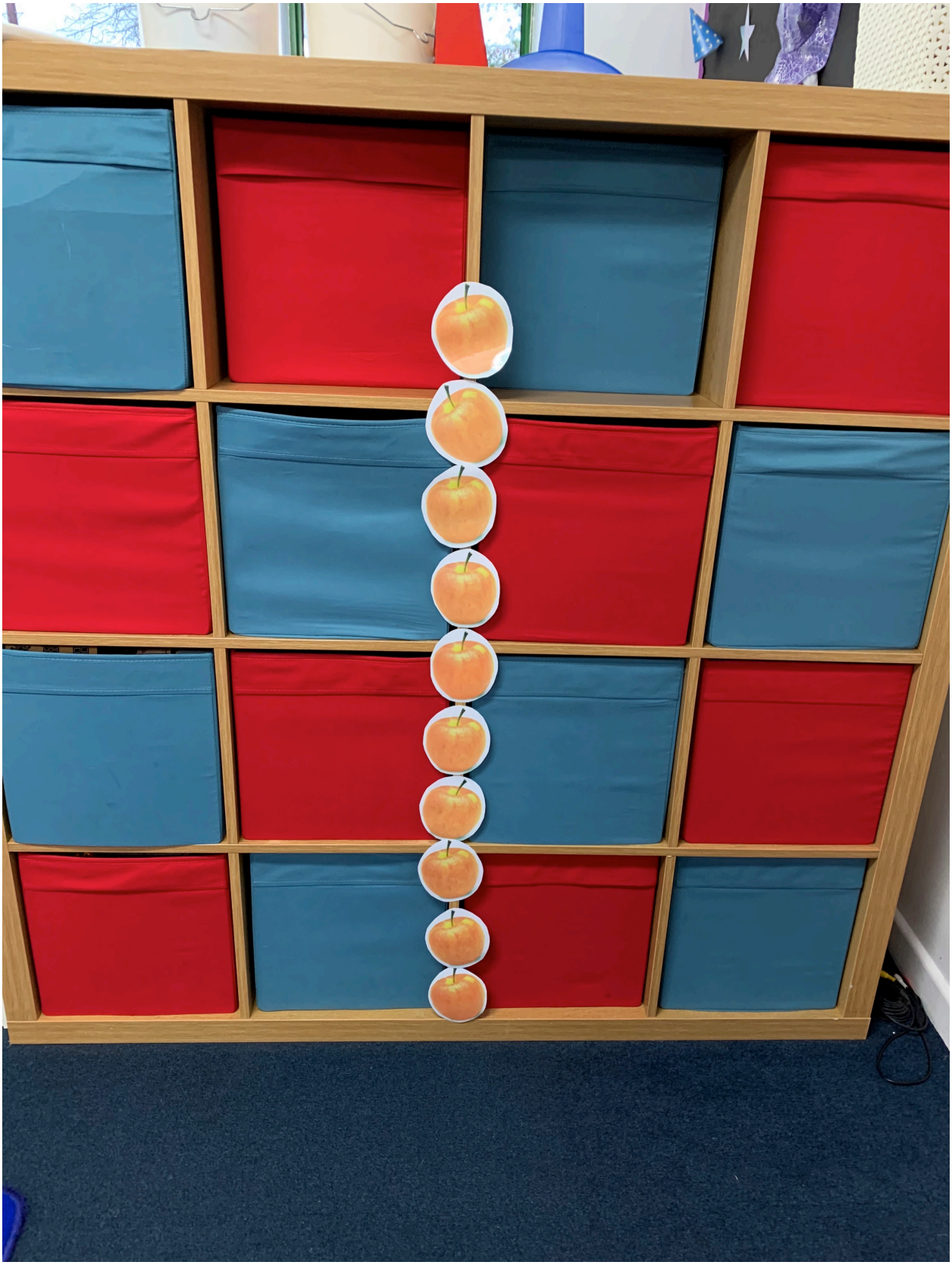


In a creative arts lesson in reception we went on an autumn walk that focused on literacy (see evidence 1) and they aimed to find autumnal objects of different letters and sounds. The children loves going outside and exploring so this really engaged them in learning and knowing they had the end art project to complete at the end of the walk so there was an outcome to aim for. The children love doing artistic projects so having this to aim for at the end of the autumnal walk allowed for the children to really take part in the literacy walk.

In the future, it may have been improved if we used this to include their writing - so practicing letter formation of the main object on the art work.

Authentic Contexts - Evidence 3

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In a numeracy lesson where the Reception class focused on measuring using non-standardised objects. This really engaged them in their learning and they were able to take part in more activities than just numeracy including writing and art. Authentic contexts are very important to enhance the learning as the children are able to relate to real life situations and cement their learning, this is also very much more appropriate with foundation phase.

In the future things that I might change for it to work more appropriately would be to get them to experiment with a variety of different objects and maybe outside comparing to objects out in the playground and on the field to enhance their experience even more.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
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Addysg i Gymru Education for Wales

APLP
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Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Consent form for taking photographs and filming

Statement

Student-teachers must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to ..... Hannah Wise ..... as a representative of the APLA, to:
(Tick accordingly)

Take photographs

Film

Record

Name of Head teacher/ Senior Mentor: ..... Emma Harris. .....

Signature: ..... E.N. Harris .....

Name of School: ..... Pendoylan c/w Primary .....

To be completed by student-teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Professional Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student-teacher : ..... HANNAH WISE .....

Signature: ..... H Wise .....

Student no.: ..... 1900155 .....

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary):

Date: 22/10/19

Thank you for your co-operation.

October 2019