

Overview

Thursday, 31 October 2019 09:09

Ryan Cross – 1900429

P-PGCE

ECAD-6008: Leading the learning: What, How and Why am I teaching?

Targets

- Have the confidence to use what you have learnt in your studies to offer innovative solutions in a school context.
- To avoid writing in the first person
- Leave a gap between references in the list.

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Assessment for Learning

Thursday, 31 October 2019 09:14

Good teaching and learning means employing assessment for learning principles

- Questioning (Open and closed)
- Provides feedback to each student about how to improve their learning.
- Success criteria - Students understand what successful work looks like for each task they are doing.
- Peer and Self-Assessment

Obstacle Course – Illustrative Example 1c.

Opening phase with links to prior learning	Introduce the task to the children, the objective can still be to build an obstacle course but they can create other buildings to initiate role play as well (using crates to build towers/castles etc) Teacher to use questions to elicit thinking like what can you do on your own? What is needed for it?	Children to answer the questions, recalling any ideas they have about obstacle courses or other buildings. Children will have to work together, explaining ideas to each other. Children to think about what they'd like to build and what is needed then create	• Equipment for obstacle course – planks of wood, tyres, crates.
Teaching & Core Learning	Where have you seen one? What equipment might be in one? What else could you build in the area and what could you use to do it? Explain to the children they have to build an obstacle course collaboratively (if more than one child there) and test it out. Maybe they can create separate "castles" and place an obstacle course in the middle? Teacher can introduce different ideas for the children to choose from. Teacher to watch the children working together and offering any support when needed. Teacher to use questioning throughout (why have you put that there? What are you going to do on that?) Ask the children if they can make it better or if they would like to change anything.	Children to build an obstacle course, discussing where and why to put things in certain places.	• Equipment for obstacle course – planks of wood, tyres, crates.
Plenary	Teacher to help the children reflect on the session. Did the children enjoy making an obstacle course? What would they do differently if they were to do it again? Did they work collaboratively? If it was a bit too tricky and they kept falling off, how can they change it?	Reflect on what they enjoyed/did not enjoy about the obstacle course? What might they do differently next time?	

	make it better or if they would like to change anything.		

The picture above is a part of the planning for the obstacle course section in the outdoor continuous provision in a nursery setting. The lesson focus in this activity was to build an obstacle course with other structures surrounding it with an aim of participation in discussions with other children/adults and working collaboratively/independently to represent ideas inspired by experimental play. The teacher chose to focus on building other structures as it links with the children's enquiry of buildings and structures. The children enjoyed role-play in other sections of continuous provision, so it was introduced in this task to engage them firstly and then encourage the aims of the activity. A conscious effort was made in the planning process to think of open-ended questioning and reading (Cremin and Burnett 2018, p. 280-281) was undertaken as this was a weekly target provided by my mentors. The target was to develop questioning to provoke children's thinking. In previous lessons I was asking questions to students that only had short, one word answers. In the continuous provision, I had to ask open-ended questions to support their play and illicit deeper thinking as open-ended questions are associated with better cognitive achievement (Sylva et al 2004). The benefits of using these type of questions helps children develop their creative thinking, which links to Donaldsons (2015) four purposes and also stimulates more language use through working collaboratively with a partner to solve problems in the environment.

Illustrative example 1b.



In the pictures above, the children are creating an obstacle course but the teacher provided an idea of creating castles which linked to the nurseries learning enquiry, buildings and structures. The two children worked together to create the obstacle course. Teacher encouraged collaboration through asking them questions when they were lifting the planks such as "How else can you move it? Who can help you?" The children then built their own "Castles" with the equipment provided and when they had completed that, I asked them to show it to each other and tell what everything is. This then provided peer-feedback, as they would tell one another what was good ("I'm going to have that in mine too") or what can be better ("Where's the door?") The children then helped each other build it to make it better. At the end of the session the teacher asked them about what else they would like to use next time to improve the scenario and how they can change it next time as to reflect on their experience.

LESSON FOCUS.	TO BUILD AN OBSTACLE COURSE WITH OTHER STRUCTURE
Meaningful links to Curriculum	Expressive Arts WM - Creative work combines knowledge and skills using the senses, inspiration and imagination. • I can work collaboratively and independently to represent ideas inspired by experimentation and purposeful play. • A range of practical skills creatively within purposeful play.
Meaningful links to: Cross Curricular Responsibilities	Health and Well-Being • I can move in different ways, and can choose to take part in active play on my own and alongside others. • I can control gross and fine movements through active play and everyday tasks in different environments. • I can respond to instructions about movement and can move safely in a variety of spaces. Literacy • Talk about, in simple terms, drawings, models and actions. • Imitate real-life and make believe experiences within role play • Participate in discussions with other children and/or adults • Take part in activities alongside others.
Personal Targets (Linked to QTS and identified in weekly review)	
Develop questioning to elicit a child's thinking	

Example 1a.

The personal target given to me by my mentor was to develop my use of open-ended questioning in my planning which led to the implementation of it during the tasks.

Example 1D - example of one of my first lesson plans without the implementation of questioning within it. Putting questions into my planning beforehand made it easier for me during the lessons as I was sure of what I want the children to learn and how I get them there.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
1 hour			
5 minutes	Get the children to create a number line using the marked wooden logs. Make reference to the number line resource that is in the class and ask the children to work together to create one themselves. Involve each child by showing them the logs in the basket and ask them to pick the next number in the line (0-10). Recite with the children forwards and backwards the number line.	Children take it in turns to place numbers in the correct order in the number line. Children must see the previous number and count the next number, teacher to help with this. Children to recite numbers 1-10 with teacher forwards then backwards in time.	Number line Number logs
10 minutes	Put the children in pairs and ask them to create their own number line using number cards. Engage knowledge by making references to the number line in the classroom. Ask questions to provide support to each group.	Children to work in pairs and collaborate to produce a number line using the cards provided. The teacher will use differentiation to support the different pairs and ask them different questions to support them	Number Cards Number logs
5 minutes	When the children have completed the task, they can check other groups and compare theirs to other groups and provide feedback to them if they think something is wrong. Teacher to model this by asking questions to groups initially and the children can answer and ask more questions after.	Children to engage in feedback with other groups, comparing their work to others to see if they were correct or that something can be changed.	Number cards Number logs

Block Building – Example 2a

Time 1 hour	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement in formative assessment and homework)	Resources (including Health and Safety requirement)
10 minutes Opening phase (with links to prior learning)	Teacher to sing a song first to get them in the mindset of counting up to 10 (12345, once I caught) singing it twice if the children misunderstand. Teacher to recap the previous lesson using the number line in the class. The children will create a number line using the marked wooden logs. Recte the numberline with the children forwards and backwards, then involve each child by showing them the logs in the basket and ask them to pick the next number in the line (0-10). Ask questions to the students (What number comes next?)	Children take it in turns to place numbers in the correct order in the number line. Children must see the previous number and count the next number, teacher to help with this. Children to recte numbers 1-10 with teacher forwards then backwards in time.	Class number line Number logs
35 minutes Teaching & Core Learning	When that is complete, teacher to move the children into pairs, taking into account the different abilities of the class. Teacher will provide 10 jenga blocks for each pair for them to build structures with. As the children are building them, remind them to touch or move each block as they count to help them remember. Teacher to demonstrate the 1 to 1 counting first to remind them. If pairs don't work teacher to tailor to the group. Give number log to them first and challenge them to use that many blocks to build a structure.	Children will be put into pairs, taking into account the different abilities. They will then have to build a structure, counting out each block they use. Teacher will remind them to count as they are building to help promote 1-1 correspondence.	Class number line Number logs Jenga blocks



15 minutes Plenary	As the children finish their structure, ask them to count the blocks they have used and place a number from the number line next to it, therefore matching numbers and numerals. Pupils to check again or ask a friend to check too. For most teachers to have a number line in the class, count forwards to 10 and then say we are doing blast-off back to 1	Children will make a final count of their block tower and will place the correct number next to it.	Class number line Number logs Jenga blocks
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The age of the pupils in this session was 3-4. The group was of mixed ability when it came to number recognition, which was the lesson focus with some children able to count to and recognise the number 5, and some able to count and recognise numbers higher than 10. The lesson was on number recognition with a particular focus on 1-1 correspondence; matching numbers to numerals. The lesson plan included a song counting from 1-10, creating a number line 1-10 using number logs with all the children being asked questions regarding the line to keep them engaged in the lesson and one child choosing the number. When this was completed, originally the plan was that the children were put into pairs and given a number of blocks, depending on their ability shown in previous weeks but changed the plan for them to work individually. The teacher chose to use block building as it is something that the children enjoyed doing in the nursery environment whilst also having a major focus on number recognition. The block building also links in with the nursery settings learning enquiry. The highlighted box shows that in my planning I tried to include AFL strategies in this session where they look at one another's structures and check to see if the number of blocks match the numeral.

Example - 2b

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	The lesson involved a song, counting from 1-10. We also counted on the class number line forwards and backwards and then we created our own number line using number logs. I changed from the lesson plan and introduced a song at the beginning because I thought it would be better for them to warm up using a familiar song. The children were engaged with the main task which was block building, matching the amount of blocks to a numeral. Children in the first group built a structure each, but as I helped another child for a bit the children became distracted and wanted to knock over their structures. I engaged them again by asking them to complete one more tower using their blocks, count the blocks they used and then find the correct number to match it. Once they completed that, I asked them to check other students work to see if they are right. They did this by counting each individual block and then looked at the numeral to see if they were correct. The second session ran smoother during this task as I told the children to build only one structure, number it and check another friends structure to see if they are right as well.
Next Steps for Progress	For progress, I should look to extend those who can complete the tasks with ease i.e. Can you show me 9 fingers? I should also ask questions about whether the other children agree with a particular answer. This will help them stay engaged with the lesson.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I adapted my session, as in my planning I was going to put the children into pairs but I thought it would be better to make them work individually so they can have full control of what they were building and it worked. Children were engaged with the task and completed it in both sessions. The children were able to count their blocks slowly, using 1-1 correspondence and then match the numeral to it as well. I also made sure I had enough resources as there was a chance that two children might make the same number building. I had back up resources which were used.
Areas for my Development	During the lesson, when asking a child a question, when the child answers check with the rest of the class if they agree. This will improve engagement in the class. I hold also think about the children who can identify numbers and how to test them

Shown above is the lesson reflection. The  Focus

highlighted box shows that I included a AFL strategy in peer feedback. The children enjoyed looking at what others had built and counting the numbers to see if their friends were correct. On the whole, it was a successful lesson as the children knew the success criteria as it was demonstrated, modelled and explained to them for them to complete themselves.

Example 2c



Example 2C



Example 2C
Picture showing end result, a block structure which counted the amount of blocks used and matched it with the correct numeral.

LLC – Nametags- 3A

	differentiation strategies and key questions)	In formative assessment and homework)	requirement)
10 minutes Opening phase (with links to prior learning)	Teacher will start the lesson by having all the children's name cards to hand. The teacher will then go through them one by one, focusing on the onset sound of each child's name (Who can tell me whose name begins with a...) Teacher will also address the children's second name, following the same structure of using the onset sound. If two children have the same first letter, teacher will look at the second letter as well.	Children to listen out for the first letter in their name and answer the teachers question. Pupils to say their full name when they receive their card.	
35 minutes Teaching & Core Learning	Children will be given a small number of blocks which are to be built into a structure, teacher to make reference to the buildings in their enquiry. Teacher to ask what it may need (Roof, doors, windows etc) will it be tall or short? When they children have built the structure, inform them to draw it out onto the paper provided and when they have completed that tell them to label it with their name. Teacher to observe the children's drawing and labelling process to see if they understand the process and what is expected of them. Teacher to ask them to label their drawing with their name. If they do not, teacher will also make constant reference to the different shapes in each child's name focusing on the lines and shapes in their names. Looking at the straight lines and curves. I will	Children to build a structure with blocks and then draw it, teacher to take into account the amount of blocks provided per student. Children to then draw the building and label it with their name.	
15 minutes Plenary	move around and ask the children what they are writing as putting meaning to their marks is important. Teacher to ask the children to discuss with other pupils about their buildings, what they are and why they drew it? Pupils to say what they like about each others designs as an extension.	Children engage in feedback and reflection, asking and answering questions about their design.	

I asked questions to the class so they could all answer and engage in the session. I made reference to other letters in their name and if some children had the same onset sound I would ask a child "Who else has a name that begins with..." Children were given blocks to build a structure, which relates to the children's enquiry. I then asked the children if they understood by asking them to put their thumbs up if they understand. At the end of the session when the work was completed, I asked the children to look at other structures and discuss what they drew and why they drew it so they reflected on the session.

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	The lesson began with all the name cards on the floor and I would ask questions to the children like "Whos name begins with a ...". Then the children would answer. One child was absent and they were saying that his name was on the floor, but it wasn't it was a girls with the same first letter of the name. We had a discussion about the similar/different numbers in the name and after that I asked them to put their thumbs up if they understood and they then put their thumbs up and we continued. The children were then asked to build a structure using 4/5 blocks, draw it and then label it. Some children were able to write the first letter of their name, some could do draw several while some could not draw the shape.
Next Steps for Progress	Taking into account who can draw the letters of their name and who struggles, focus on certain letters of their name. Asking children what they can do and what they need help with and demonstrate it for them.
Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I adapted my session at the start as they were talking about an absent child's namecard and confusing it for someone else. We talked about the same onset sound but other different letters in it as well. We also had discussions about misconceptions regarding other name cards, where children said the wrong name for someone we addressed it.
Areas for my Development Personal Targets for Progress	For progress, taking into account the different abilities, get the children to potentially do the secondary and third letters of their name if possible.

Example 3B
This is the reflection of the lesson plan. I asked questions to them which they could all answer, to keep them engaged. In my planning I should have included differentiated tasks for children who struggled and children who excelled. In terms of AFL strategies, I demonstrated what was needed to be done so they knew the success criteria which was confirmed with the 'thumbs up' and also used peer feedback.

Monday, November 11, 2019 3:56 PM

Cookery – 4A

Learning Objectives (focus on Learning- use accessible vocabulary): • Children will bake biscuits by identifying and following instructions • Children will measure and weigh the ingredients to its correct specification and adjust accordingly if incorrect • Create a colourful firework inspired biscuit



This pictures shows the children applying the finishing touches to their biscuits. The children followed the instructions and engaged in a cross-curricular activity which included numeracy, literacy and science (Watching and describing changes in shape and texture) This should have been placed in the planning beforehand.

I chose to do this task because it related to bonfire night which was taking place that week. I created an instruction sheet with pictures so they could identify the ingredients needed to make the biscuits. The school uses pictures of authentic images, rather than clipart etc, so the children can understand what the images represent.



Evidence of Learning (including attitude to learning over time)	The children in the session had to identify the ingredients needed to make the biscuits. Upon identification, I then asked the children about the quantities needed. When the children completed that they began weighing and measuring the ingredients themselves and then mixed them together. I asked them questions about the mixture, looking at colours, weight, texture and how it feels. The children were excited about the prospect of choosing a number of colours for their biscuits and I allowed them to choose a colour each for the icing.
Next Steps for Progress	In the future, I would like to be able to ask more questions and take time in listening and replying to what they had to say. As it was my first cookery session, I was very rushed in my delivery in the session and some questions were left unanswered. As the children made a few biscuits each, I could perhaps in the future ask them if they would like to make some for friends or family

Evidence of my Effective Practice	I made reference to the instruction sheet that contained the steps and ingredients in making the biscuits. After I looked at it at the beginning, when I asked questions about what was next the children would discuss with each other and answer what they thought and then checked to see if they were correct.
Areas for my Development	For further development, I should try to engage their prior knowledge about the previous experiences they have had with baking and ask them questions regarding this.
Personal Targets for Progress	I should look to demonstrate an understanding of how learning develops, building on prior learning and experience and how to progress.

The main aim of the lesson was mathematics and numeracy, focusing on number recognition and ordering numbers. It also had an important cross-curricular link with literacy, in particularly

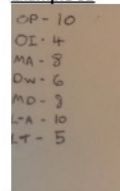
OUTDOOR LEARNING – NUMBER HUNT 5A

Time 1 hour	Activities/Methodology/Key Concepts (Teacher's role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
10 minutes Opening phase (with links to prior learning)	Introduce the session by saying "I have a problem, someone has taken my number stones and I need your help!" The session will take place in the outdoor environment. The teacher will place numbers 1-10 outside in and around the sandbox area for the children to find. The teacher will recap what was done in the previous lesson and then explain to them inside the rules for outdoor play (No running, stay in designated area that will be shown to them) The teacher will then take them outside and explain the task to them.	The children will listen to the teachers instructions and follow them. They will also have to think back to their previous session and remember the tasks they completed	Number logs Outdoor area (Sand pit and external area) Plastic tub (To order numbers)
35 minutes Teaching & Core Learning	Teacher will explain the task, children must work together and search for the numbers. When numbers are hidden they are to be gathered and then placed in order 1-10. Teacher will support this, asking questions (What comes first/next?) and reminding them to count to 10 to find where a number might go in its place in the number line. Teacher will create an area for the children to place the numbers.	The children will have to work collaboratively with each other and find the hidden numbers. When the numbers are found, they will discuss where each number should go.	Number logs Outdoor area (Sand pit and external area) Plastic tub (To order numbers)

The main aim of the lesson was mathematics and numeracy, focusing on number recognition and ordering numbers. It also had an important cross-curricular link with literacy, in particularly collaboration with others and reciting numbers 1-10. Working collaboratively meant that the students were able to find the numbers quicker and order them correctly which was explained at the end to the students how important it is.

I explained the task to them, informing the children that they must work together and asked them an open question "Do you think its easier working on your own or with your friends?" The children answered "With our friends" and then worked together in the task.

Example 5B



Numbers above show the number that the morning children are able to recognise by viewing the number on its on

15 minutes Plenary	The teacher will then go through the number line with the children to check if they are correct, counting backwards and forwards, ask the other children if they agree, they could use thumbs up, thumbs down. The teacher will use this opportunity to ask children to show a certain amount of fingers to check their understanding, depending on their level.	Pupils will engage in reflection with the task, looking at the numbers they placed in order and see if they are correct	Number logs Outdoor area (Sand pit and external area) Plastic tub (To order numbers)
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Evaluation of Pupil Learning

Evidence of Learning (including attitude to learning over time)	The children were taken outside and were told the area within which the numbers are hidden. The children initially gathered the numbers and placed them in random order to begin with. In the first session children were confused as to which numbers that were left to find. In the second session this was addressed as I brought the children in more to look and count up to the missing numbers. When all the numbers were collected, the children worked together to put them in order. The first session struggled to identify what the number 6 looked like and I had to ask a child who I thought had the ability to do so to identify it, which they did. Both groups created a number line 1-10.
Next Steps for Progress	Make sure the whole group is engaged or understands what it is they need to be doing. In the first session two children were not that engaged, especially when it came to ordering the numbers. Involve them by asking questions "Do you agree with this answer? Why Not? What do you think?"

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices

Evidence of my Effective Practice	I used a problem to gain childrens interest, stated the area in which the numbers were kept and reminded them when they strayed away from there. I asked the children questions regarding the numbers and what was next. I also prepared a back up resource if the children completed quickly they can continue with another outdoor task. The children worked really well together and found it easier to find numbers when working together.
Areas for my Development	In the first session I needed to give clearer instructions about where the stones are and where they could be as the children all went running in the same direction, also tell them to walk and look around them.
Personal Targets for Progress	In the future I need to ensure that all of the children are involved in the ordering process as some children disengaged in the first session.

Example 5C

In my reflection I included how important it was that the children worked collaboratively. I mentioned this to them before and after, that working together is very important and will make this task and other tasks easier.

Example 6A

Student-teacher	Ryan Cross	Class:	Bryn
AoLE or Subject	ICT - BeeBots	Date:	20/11/19
Lesson Focus:	Programming the BeeBots		
Meaningful links to Curriculum	- DCF - Control devices by giving them instructions - Create one-step instructions and identify the next step		
Meaningful links to: Cross Curricular Responsibilities	Literacy - take part in activities alongside others and participate in discussions with other children and/or adults		
Personal Targets (Linked to QTS and identified in weekly review)	Identify key learning needs and required next steps		

This lesson involved the children programming a bee-bot in a nursery setting. There are 6 children in the key worker group and 3 bee-bots were available. I decided to get the children to work in pairs and build a bridge using bricks and get the bee-bot to go underneath it. The other task included the bee-bot app on an iPad, children would take it in turns on the iPad and help direct one another, similar to using the actual bee-bot. The children swapped over between iPad and bee-bot.

Learning Objectives (focus on Learning- use accessible vocabulary):
- Create a set of instructions to move the bee-bot under a bridge - Identify forwards, backwards and go

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Students will create instructions for the bee-bot	Children will complete the task by moving the bee-bot

Student-teacher	Ryan Cross	Class:	Bryn
AoLE or Subject	ICT - BeeBots	Date:	20/11/19
Lesson Focus:	Programming the BeeBots		
Meaningful links to Curriculum	- DCF - Control devices by giving them instructions - Create one-step instructions and identify the next step		
Meaningful links to: Cross Curricular Responsibilities	Literacy - take part in activities alongside others and participate in discussions with other children and/or adults		
Personal Targets (Linked to QTS and identified in weekly review)			
Identify key learning needs and required next steps			

Learning Objectives (focus on Learning- use accessible vocabulary):
- Create a set of instructions to move the beebot under a bridge - Identify forwards, backwards and go

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
- Students will create instructions for the beebot and guide it to a designated end zone. - Students work collaboratively to code the bee-bot to go under a bridge built themselves	- Children will complete the task by guiding the beebot to the designated end zone - Children work alongside one another and discuss potential routes for the bee-bot to take to complete the task.

This lesson involved the children programming a bee-bot in a nursery setting. There are 6 children in the key worker group and 3 bee-bots were available. I decided to get the children to work in pairs and build a bridge using bricks and get the bee-bot to go underneath it. The other task included the bee-bot app on an iPad, children would take it in turns on the iPad and help direct one another, similar to using the actual bee-bot. The children swapped over between iPad and bee-bot.

Example 6B

Evaluation of the Learning Experience (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	The children in the groups participated in the tasks and were engaged, when asked about the previous session with beebots most of the children recognised the directions and what they do to the beebot. After a conversation with my mentor after the first session, it was identified that the learning objectives were met. Children worked in pairs to move the beebot under a bridge and took it in turns doing so. When they had completed that, they were allowed on the iPad, where they used the beebot app and followed the same instructions.
Next Steps for Progress	The children still need to work on forwards and backwards, in the next session put a focus on going backwards, using language like "reverse/reversing" and liking it to a lorry, making noises so they recognize it. Improve the lesson by adding potential towers to knock over or adding extra tunnel and bridges by following a pattern provided.

The lesson was successful as my mentor said they were all engaged with the tasks and that the lesson objectives were met. The children had an introduction lesson the previous week and were each able to work on one individually. I felt that the next step was to work together to reach a designated 'end' zone. As the children enjoyed building the bridge and directing the bee-bot under it, it can be developed further as they enjoyed this lesson.

Reflective Analysis of Teaching and Strategies For Development – including Justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Prior to teaching the lesson, I researched some questions to ask the children which were included in my lesson plan. I asked the children what they remembered in the previous sessions, and then demonstrated what they needed to do, with commentary, so they could copy me. After this, they were quite independent and tried different things like turning it around with the buttons and sending it back again. Putting the children into pairs meant that there was a lot of discussion regarding how they can direct the bee-bot under the bridge, with one group having a child setting up a bridge and then both of them working together to guide the bee-bot under the bridge.
Areas for my Development Personal Targets for Progress	Explain the directions clearer, print off the Blue X so they know that that means to clear it. Think of what certain children can do and how they can further themselves, making it harder/easier to help them.



Example 6C

This image shows a pair of children collaborating with one another during the bee-bot session. The children were in discussion about how to turn the bee-bot around for it to go under the bridge. The children programmed it together and got it under the bridge. Research has highlighted that working with peers improves children's cognitive development (Sills, Rowse and Emerson 2016)

Example 7A

AutoSave

Share

Comments

Calibri (B...)

12

A⁺

A⁻

Aa

AaBbCcDdEe

Normal

AaBbCcDdEe

No Spacing

AaBbCcDd

Heading 1

AaBbCcDdEe

Heading 2

AaBb

Title

Styles Pane

Sensitivity

Prifysgol Gymru
Yr Ystrad Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Adding i Gymru Education for Wales

APL
PDPA
Partnership Development
Programme for Wales

Lesson Plan

Student-teacher	Ryan Cross	Class:	
AoLE or Subject	Continuous Provision: Role Play Area	Date:	2/12/19
Lesson Focus:	Dramatic Play: To be able to play in a familiar environment and adopt a role that reflects own experience		
Meaningful links to Curriculum	Imitate real-life and make believe experiences within role-play Collaborate: Taking part in activities with others. WM - Using languages effectively helps us to belong, contribute, create and communicate.		
Meaningful links to: Cross Curricular Responsibilities	- Numeracy and Mathematics: Develop concept of time in house play – Breakfast, dinner etc. - LNF: Respond to drama they have watched or participated in - Physical Development: Develop fine motor skills and coordination through manipulation of real equipment.		
Personal Targets (Linked to QTS and identified in weekly review)			

Page 1 of 5 697 words Welsh

Focus 100%

Please see lesson plan for a role play activity that took place in the continuous provision for an entire week. Note the varied links to the curriculum and cross-curriculum responsibilities.

The below plan includes questions and pays particular attention to being reactive and inquisitive about the children's play and helping them develop their own play rather than stepping in and taking over. A key focus was facilitating the play and trying to introduce scenarios i.e. Getting a child to write a recipe they had just made for a friend to copy. This included literacy skills in writing and also numeracy skills by the child being able to write the numerical symbols of the numbers.

Example 7B

10 minutes	Teacher to follow childrens lead in this session, trying to develop play by taking up a role whereby the teacher provides resources, judging by what was popular in the previous week and building on that through the week also. Teacher to act as a role model during the lesson, particularly for actions and language. Teacher to be reactive to childrens comments, questions and interests.	Children to use good language skills to communicate with each other, being able to share ideas in an inclusive fashion by taking it in turns and sharing with one another.	House/role play area and items (Kitchen unit, utensils, dining table) Pasta
Opening phase (with links to prior learning)	development. Teacher to encourage reluctant children to become involved and try to make the scenario inclusive for all.		
35 minutes	Teacher to ask questions about their play (What are you making? How are you going to make it? What do you need? Teacher can also take on a role that fits in with the scenario. Teacher can introduce new activities or progression to develop the play, for example, a birthday party for someone or Christmas. Ask questions about what they might do in these new scenarios? What can be introduced in terms of items to play with? If children are interested in making food, get them to write in the recipe book and ask questions about what they might need to make it.	Children to introduce new provisions to the scenario, think of ideas which can make it more realistic (With guidance provided by teacher) Make choices and decisions to develop curiosity	House/role play area and items (Kitchen unit, utensils, dining table) Pasta
Teaching & Core Learning			
15 minutes	Teacher to ask questions to the students regarding their play, asking them what are they using and what are they doing in their play. Ask them what else they can do to make it better, teacher to scaffold these by providing options	While participating, children think and progress their play using potential options provided by the teacher or other members of the group.	House/role play area and items (Kitchen unit, utensils, dining table) Pasta
Plenary			

Example 7C - Shows a lesson plan with a number of cross-curricular links. The lesson was inefficient as there was no particular subject focus as it created confusion about what was the key message for the children

Student-teacher	Ryan Cross	Class:	
AoLE or Subject	Expressive Arts	Date:	
Lesson Focus:	Creative Area: Twinkle Twinkle Little Star (Playdough and Painting)		
Meaningful links to Curriculum	WM – Creative work combines knowledge and skills using the senses, inspiration and imagination • I can work collaboratively and independently to represent ideas inspired by experimentation and purposeful play. • I can work on my own and with others, to share or present my creative work. Creative Development: explore and experiment with a variety of techniques and materials • Listen and join in with songs rhymes and stories		
Meaningful links to: Cross Curricular Responsibilities	LNF: Show that they have listened to others eg. Paint a picture. Listen to and carry out an instruction. • Mathematics and Numeracy: Children will be weighing and measuring the ingredients. • Science and Technology: Scientific Exploration (What happens when the playdough is heated?)		
Personal Targets (Linked to QTS and identified in weekly review) Listening to learners; The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning. Using differentiation in class to support learners of all needs and abilities.			

Learning Objectives (focus on Learning- use accessible vocabulary):
- Children will make playdough by identifying and following instructions - Children will measure and weigh the ingredients to its correct specification and adjust accordingly if incorrect

Authentic Contexts

Monday, November 11, 2019 3:57 PM

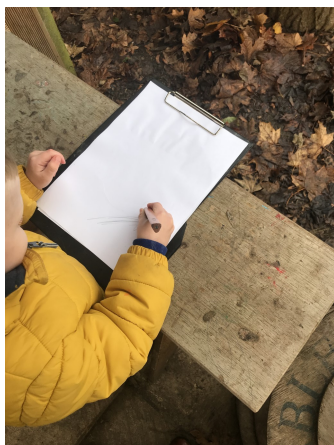
Good teaching and learning creates authentic contexts for learning.

Student-teacher	Ryan Cross	Class:	Nursery
AoLE or Subject	Mathematics and Numeracy	Date:	18/11/19
Lesson Focus:	Role Play: Builders Merchants		
Meaningful links to Curriculum	• Explore various mathematical concepts related to money, capacity, size, weight, one-to-one correspondence • Use language related to all of the above e.g. how much, full, empty, need more/less, heavy, light • Demonstrate an awareness of the purpose of money through role play • WM – Design, thinking and engineering are technical and creative endeavours intended to meet society's needs and wants. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics • Build structures, exploring how they can be made stronger, stiffer and more stable		
Meaningful links to: Cross Curricular Responsibilities	• LLC - develop the language of dialogue e.g. listen to and respond to what other children/adults say • Science and Technology - explore and select materials and equipment appropriate to the role-play • Personal, social and emotional development - learn how to work as part of a group e.g. taking on different roles in a group such as shopkeeper and customer • Expressive Art - using their imagination to progress what they have drawn and further their structure.		
Personal Targets (Linked to QTS and identified in weekly review)			
To develop questioning to provoke childrens thinking			

Example 8A

This continuous provision activity was set up in the outdoor environment and linked to the children's enquiry of building and structures. As I controlled the environment which included a builders yard, I decided to create a "Builders Merchants" which included tools, equipment (Helmets, vests, bricks, pipes etc) that the children could purchase from the shop using small change. The children decided who was a builder and who was the shopkeeper. The nursery informed me that they wanted authentic experiences for the children and I felt the best way to do this was to create a role-play scenario which links to the enquiry of the children, allows them to learn through play and allows the children to demonstrate knowledge of money. A key part of the task was the "Designing Phase" where the children had to draw their design beforehand, purchase the required equipment and then build their design.

Example 8B



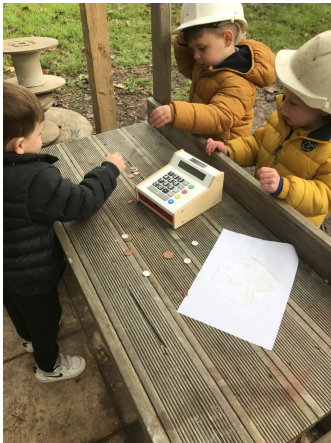
The nursery informed me that they wanted authentic experiences for the children and I felt the best way to do this was to introduce a "Designing Phase" where the children would draw their design beforehand. I brought paper, pencils and clipboards down for them to use outside.



The children could then choose the tools they would like to use to build their design. There was a choice of actual tools on offer, which were popular with the children, but there was also toy ones as well.



The children could then choose the tools they would like to use to build their design. There was a choice of actual tools on offer, which were popular with the children, but there was also toy ones as well.



The children could then buy the tools they needed to build their structure. Small change was given to them and the shopkeeper would tell them how much it is and the children understood that they would have to hand over their money. The children would also use mathematical language ("One more/One less") in their play.

When the child bought all the tools, he got to building his structure. He brought the drawing over and made reference to his drawing. He pointed out to me what he was building. At this point he was building "The nursery".



Example 9A

This plan was situated in the outdoor environment and involved a problem solving task. The children had to transport water to a nearby tray which had been moved using only equipment that you would not use to transport water. The children had to identify ways to carry water from the tap, to the tray and fill it up. A scenario was thought up to act as a provocation for the children, to engage their interest.

Time 1 hour	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
10 minutes Opening phase (with links to prior learning)	A scenario will be created where the children will need to transport water to the water tray as it has been moved away from the tap and all the water carrying tools have been 'damaged'. The children will have to move water using limited or locked equipment to the tray. Teacher will ask initial questions such as "What might you do now? How will you fill that tray? What are you going to use?"	Children will have to first investigate the situation, look at the tap and the tray and what equipment would be best to use. Children will discuss and listen to others ideas.	Water Tray Outdoor Tap Sponge Collander Pippete
35 minutes Teaching & Core Learning	As the children are trialing ideas, the teacher may support them by scaffolding questions to help them (What if...? How will you...? What about...?) Teacher to encourage the sharing of ideas and collaboration and praise when the children do it.	Children to try different ways of transporting water using the equipment provided. Children will have to talk through their ideas and model it for other students to try as well.	Water Tray Outdoor Tap Sponge Collander Pippete
15 minutes Plenary	When the children complete the task, the teacher can ask them questions about what worked for them, how did they make it work, how did they come up with that idea, is there an easier way?	Children can reflect on what they did, if they can do better next time or make it any easier for themselves	Water Tray Outdoor Tap Sponge Collander Pippete

The use of open questioning was important in my planning as it helped me identify questions that would be good to ask the children to support them in their problem solving, without giving them the answer.

Example 9B

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	The children engaged in this activity at the beginning of the week due to better weather conditions. On this particular day, I was with a child who was playing in the water area. I asked the child "What do you notice about this thing you are using, what can you see?" They said "It looks like a circle" I said it was a funnel and I told them to look inside and tell me what they see. They said they could see the wall, I asked them how and they said because it had a hole in it. They put it under the tap and the water came through, I asked them "How could you stop the water coming out of the hole?" They then put their finger in the way and it started to fill. Using this kind of questioning, the child was able to problem solve and come to their own conclusion. The child was able to move the water to the water tray and fill it.
Next Steps for Progress	I should ask more questions at the end of a task, using the water area as an example, I could have asked questions regarding why or how it happened, are there any other ways they can do it? This will help further their thinking even more by reflecting on what they have done.

A reflection completed after the activity took place. The child solved a problem by identifying a solution to stop water coming out and managed to transport some water to the tray. This is authentic learning as it highlights problem solving in a real-life situation.

Example 9C

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I asked open ended questions to develop the child's thinking. With questioning they were able to solve a problem and complete the task by themselves.
Areas for my Development	Reflection. I should ask open-ended questions at the end of the task so the children can evaluate what they have done, how they did it, what can be improved, can it be made easier etc. This will provide the children with a disposition of reflecting on their practice in the future.
Personal Targets for Progress	

The image below shows the child solving the problem and using their finger to cover the hole on the bottom to transport water.



Example 10A

Student-teacher	Ryan Cross	Class:	Nursery
AoLE or Subject	Cookery (Continuous Provision)	Date:	W/C 2/11/19
Lesson Focus:	Firework Biscuits: Weighing and Measuring		
Meaningful links to Curriculum	Numeracy: Children will be weighing and measuring the ingredients.		
Meaningful links to: Cross Curricular Responsibilities	- Socio-Emotional Development: Cooking with other students helps children learn to share, take turns and be patient with one another. - Physical Development: Fine motor and hand-eye coordination skills are developed through mixing and icing the biscuits - Literacy: Reading the recipe and following the instructions looking at the pictures and seeing what is the next step. - LLC: Encourage children to speak about what they are doing, counting and watching materials change colour and texture.		
Personal Targets (Linked to QTS and identified in weekly review)			

This session was one of my first activities in nursery and it was a cooking session. Cooking at a young age, children in the class being aged 3-4, helps children in terms of literacy, numeracy, physical development and socio-emotional development. This is included in my planning, but also my mentor mentioned its link to science and technology, in particular describing changes in colour and substance.

Learning Objectives (focus on Learning- use accessible vocabulary):
- Children will bake biscuits by identifying and following instructions - Children will measure and weigh the ingredients to its correct specification and adjust accordingly if incorrect - Create a colourful firework inspired biscuit

Example 10B

The children play a huge part in the baking process (As shown in this picture) they identify the ingredients needed by looking at the pictures on the instruction sheet, take it in turns pouring ingredients into a mixing bowl, mix ingredients using proper equipment, knead the dough, roll it and then use moulds to cut out the biscuits for it to be baked. As the children done it themselves, with some guidance from me, this was a good authentic experience for children aged 3-4. This was one of the first plans I completed in my placement. I have noticed a massive difference in terms of my own planning, as now it is more detailed which includes questions I want to ask, what keywords to use and more specific. This was noted by mentors as something that improved during my time in my placement.

Time 1 hour	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
10 minutes Opening phase (with links to prior learning)	Teacher to ask questions about their previous experiences of baking. Teacher to introduce the task, asking questions to the students about the ingredients needed to make the biscuits and checking the recipe and seeing if they were correct. Provide the instructions to make the biscuits and ask them questions about first and next steps.	Pupils to answer questions by reading the instructions and seeing what is needed to make a biscuit, children to identify the ingredients needed and differentiate between them (Vitalite, sugar, flour)	Vitalite Caster Sugar Plain Flour Vanilla extract
35 minutes Teaching & Core Learning	Teacher to ask questions regarding the quantity of the ingredients, texture, smell and what equipment is needed. Teacher to use math language (light, heavy, more or less). When the baking stage is complete, mention the firework theme and use coloured icing and keywords to give them inspiration on what to do on their biscuit. Children to work individually on their biscuits, using a spoon to put the icing on their biscuits. Question the students on what is occurring this week (Bonfire Night) and see if they can come to the idea themselves to create fireworks on the biscuits. When that is complete children will use a cocktail stick to decorate their biscuit to make different patterns.	Pupils will pour and mix the ingredients together in a group, taking it in turns handling the ingredients and following the instructions. Children to work individually on their biscuits, using a spoon to put the icing on their biscuits. When that is complete children will use a cocktail stick to decorate their biscuit to make different patterns.	Moulded Shape Cutters. Icing Sugar Warm Water Food Colouring Cocktail Sticks (?)

Example 10C

Image showing the children adding decorations to their biscuits. The children chose their favourite colour and made icing to put onto the biscuits. I modelled it first to show them how to do it but then they were fully in control of how they designed it.



Critical reflection

Monday, November 11, 2019 3:57 PM

The focus of this writing is the critical reflection on the application of three pedagogical principles that were implemented in my Professional Teaching Experience (PTE). Addressing relevant literature to critically examine what each of the chosen pedagogical principles contribute to effective teaching and learning, and by critical reflection of examples from my practice to demonstrate their implementation, I will come to reasonable conclusions as to my future learning needs. The PTE took place in the nursery setting, specifically a class of 7 children who were aged 3-4 years. There were discreet lessons at the beginning and end of each session with experiential learning in the nursery environment in-between. I was given responsibility of an area in the environment each week, which consisted of five planned activities. The discreet lessons consisted of numeracy, literacy, Welsh and ICT.

According to Adams and Pierce (2004) there are five characteristics of effective teaching. These are: knowledge of pedagogical principals, planning/preparation, teaching experience, reflection/modification of techniques and flexibility.

Effective learning can be defined as a reflective activity which enables the learner to draw upon past experiences, evaluate the present to then shape future practice and create new knowledge (Abbot, 1994). As the PTE was in the nursery, it was important to consider that children's learning was in the early stage of development, from learning to do, towards learning to understand why (Watkins et al., 2002). According to Siraj-Blatchford et al., (2008) effective teaching in the foundation phase includes the provision of instructive learning environments and 'sustained shared thinking' to extend learning. The majority of children's time in nursery was spent in an environment where tasks were set up to engage the children in learning through play. Tasks provided opportunities for the children to work collaboratively and individually. One of the key characteristics of effective teaching and learning is planning and preparation. Planning allows the teacher to think through the lesson beforehand, allowing them to resolve any issues from previous lessons, have a structure and allow them to be more confident in their execution of the plan (Richards 1998; Richards and Renandaya 2012). As well as planning, reflection is as important as Richards and Bohlke (2011) state, reflections provide an understanding of what worked well and why, prompting a rethink of a method of teaching. This is important because it allows teachers to be self-critical, develop skills and review the effectiveness of strategies. Richards and Bohlke (2011) go on to say that it is important to build a lesson *around* the plan based on the children's reactions to it in the lesson, rather than based on your prior intentions beforehand. I thought this was an important aspect of the PTE experience as it involved teaching the same lesson focus twice and lessons could be adapted by critical reflection.

One of the pedagogical principles that will be under consideration is the application of assessment for learning (AFL) principles. AFL allows teachers to provide meaningful and regular feedback to the students and adapt sessions to meet their individual needs (Donaldson, 2015). The four aspects of AFL identified are; questioning, feedback, peer and self-assessment and formative assessment. When using AFL, the teacher's role in the classroom shifts from being a content deliverer who controls the classroom dynamics to a facilitator of learning who collaborates with students through supporting and monitoring progress (Florez and Sammons, 2013). Open-ended questioning is a key aspect to AFL strategies as Cotton (2001) outlines that a higher cognitive level of questioning allows students to take information previously learned to create a well-informed answer. Questions like these are usually interpretive and allow children to be inquisitive, creating their own solutions to problems. Gardener (2012) found that questions being asked by teachers encouraged superficial learning, where the children are provided excessive information to reproduce. In this approach, children are not provided with any application for the information they are receiving therefore will not develop an understanding of its relevance.

Another pedagogical principle addressed in this writing was the inclusion of cross-curricular responsibilities, in particular literacy, numeracy and digital competency. The delivery of a cross-curriculum approach depends on the ability of the teacher to integrate knowledge appropriately, so that their pupils are able to make productive links between subjects (Parker et al., 2012). Well planned cross-curricular work helps students make sense of their learning because the knowledge and skills acquired in one subject can support learning in other subjects (Kelly and Stead, 2013). This is important for children as learning in a cross-curricular fashion can strengthen creativity and problem-solving skills, which is a good learning disposition to develop as a child. Barnes (2010) states that when children learn using skills, knowledge and attitudes from a number of disciplines to address an experience, problem or question the children are then learning in a cross-curricular way. This highlights the importance of cross-curriculum learning as students who are taught in an interdisciplinary curriculum, can master higher-order thinking skills which can be beneficial (Jones, 2009).

A caution is sounded however by Rose, (2009) that while some subjects can go hand-in-hand, for example Science and Design/Technology, teachers can make unnatural links between subjects to fit in with the curriculum which can create a confusing and ineffective learning environment.

Overall the literature supports the importance of cross-curriculum teaching, considering the long-term benefits for children's learning and their disposition towards education. Donaldsons (2015) idea of children becoming ambitious, capable learners and enterprising, creative contributors underlines the benefit from producing problem-solving and creative individuals.

A third pedagogical principal that was used in the PTE was the creation of authentic contexts. Authentic learning is a pedagogical approach that allows students to explore and discuss contexts that involve real-world problems and projects that are relevant to the learner (Donovan et al., 1999). If learning is authentic, students should be engaged in genuine learning problems that allow opportunities for them to make connections between new material that is being learned and their prior knowledge (Mims, 2003).

Authentic learning focuses on real-world problems and their solutions while using role-play, problem-based activities and participation in collaborative groups. The learning environments are multidisciplinary (Lombardi 2007), this is key for children because they are able to put meaning to what is being learnt allowing them to connect what is studied in class with how it's applied in real-life. Rule (2007) states there are 4 approaches to creating an authentic context; Activities involving real-world problems, inquiry-based learning, engagement in collaboration and student-directed work. The one that was most commonly used in the nursery environment was inquiry-based learning. The learning is enhanced through the inquirers opportunity to engage in real life situations, ranging from a guided activity where the teacher may ask questions and give guidance in how to solve a problem, through to independent work where students ask the questions and determine how to answer them (Ismail and Elias, 2006; Spronken-Smith 2008). According to Har (2005) authentic learning shows its importance in education because it boosts motivation, prepares students for future learning and blends what is learnt in class into a real-life situation. The reading shows that an authentic learning environment can engage a learner's interest, develop problem-solving skills which allows them to develop into creative thinkers, providing them with a positive disposition towards learning by using a real-life approach.

Ormrod (2012) however points out that some authentic activities may be too time consuming or expensive to implement in the classroom regularly and that proper planning and preparation goes into creating authentic environments because children need to understand the reason for doing what they are doing, so questions/activities need to be prepared in order to scaffold learning.

One strand of AFL I struggled with at the beginning of my PTE was the use of questioning. In my lessons I was asking the children questions with only two choices, as I thought I was helping them answer questions correctly. This type of questioning can be considered closed, providing answers with limited thinking, relying heavy on recall (Myhill and Dunkin, 2005). The children in

nursery were left in a position where they were answering questions based on what they thought I wanted to hear. But after further observation of my mentors' lessons, experience in the environment and feedback from my mentor regarding the implementation of questioning in my planning I began to understand the need for open-ended questioning.

I was given a target by my mentor to "Develop questioning to elicit a child's thinking" which is shown in illustrative example 1a. In my planning phase I began to include open-ended questions to support myself as a reminder what I want the children to know and how to get them there. Reading was undertaken, Cremin and Burnett (2018), where they believed open questioning is critical in encouraging children to develop answers and offer their own opinions. Towards the end of the PTE, I began to include questions in my planning (Example 1b) the questions included can be considered at a higher cognitive level, where the children manipulate information previously learned to create and support an answer with logically reasoned evidence (Knilt 2008). The questions that were asked helped develop the children's play and in turn, their learning. At the beginning of my placement I found it hard to think of these types of questions in order to make the children's play a worthwhile learning experience for example (1D), where no questions were put into the planning. I struggled in this lesson as I was unable to support the children efficiently due to the lack of preparation beforehand. I felt this improved over time, by including higher-order questioning in my planning in order to support myself, I was able to think beforehand what I want the children to learn and ask questions around that. There is room for improvement, as sometimes planning needs to be adapted (Richards and Bolke 2011). I will need to be able to ask open-ended questions more naturally in the future by asking more thought-provoking questions such as 'How? Why? What?'.

Another aspect of AFL is peer and self-assessment. Example 1c shows images of the children collaborating, helping each other during the process and giving each other feedback on the buildings they created. When asking students to provide feedback, they participate in others' learning and achieve better understanding of their experiences. By engaging students in the process, promoting interaction with peers and with the content enhances students' satisfaction when completing a task (Ertmer et al., 2007). Another example of peer-feedback was block-building in a numeracy lesson. As noted in example 2B+C, I planned for the children to review each other's work to see if it was correct. The children had to apply what had been learnt in the lesson to check. I found that when peer-feedback was used it was very effective for the children's learning as they had to apply previous knowledge and collaborate with one another. On other occasions, I found it hard to implement, as when a lesson was coming to an end the children began to disengage as they thought the lesson had finished when they completed a task. When I instructed them to provide feedback to one another as part of the main activity, it was effective as Gardener (2012) stated, peer-feedback is considered good learning for the recipient and the child offering the explanation. In the future I should look to use peer-feedback as part of the main activity and not in the plenary, as the children will still be engaged with the task and will be a more natural transition in the lesson and also look to use self-assessment more often. I found that when used correctly peer-feedback can be a valuable tool for good teaching and learning.

Referring back to the literature, Barnes (2010) notion of using different skills from different disciplines was increased over time in my planning. This is typical of a situation found in a nursery setting where the children learn through purposeful play in the learning-environment. In my PTE, the children initiate play and the staff act as facilitators, intervening when appropriate to extend their play (Bruce, 2012). This was prevalent in planning for the role-play activity (7A), where it linked literacy (collaboration), numeracy (counting/time) and physical development. I noted in my planning that I was to follow the children's lead in the session, taking up a role if needed, provide resources or ask questions to develop their play (Example 7B).

Cross-curricular work can be defined as a type of curriculum-organisation, usually enquiry-based and combines a variety of subjects under a common theme (Greenwood 2013).

Image 6C also shows children collaborating with one another to direct a robot underneath a bridge they constructed. Collaboration at a young age is important and was used in multiple lessons (i.e., 6A) with research showing that working with peers improves children's cognitive development (Sills et al., 2016). I struggled in the beginning but over-time, planning for these

activities became easier due to the implementation of enquiry-based learning in the nursery. The children had been used to block building in the continuous provision, so I used this in my discreet sessions as it was of particular interest to the children. A number of lessons that were planned related to the childrens enquiry of buildings and structures. In the lessons where block structures were made (6C+2C), the focus of the lesson was not to build a structure, but the use of blocks helped engage the children in something they enjoy doing whilst also being able to participate in a different lesson focus. The learning in these tasks was effective as the children were engaged and I was therefore allowed to blend the block-building with the lesson focus, allowing the children to learn through play. Another way in which I acknowledged my cross-curricular responsibilities was through cooking with the children (4A). The children had to weigh and measure ingredients (Numeracy), follow instructions and communicate with one another the steps (literacy, language and communication) and talk about describing changes in shape and texture (science). What I found difficult in this lesson was maintaining continuity and goal-focus when engaging a number of disciplines. I had to keep referring to the disciplines being applied with the children not fully understanding the main focus and therefore not learning the concepts I wanted them to learn. I need to give more attention to the art of weaving the disciplines together at the planning/preparation stage. I did struggle with this as I was trying to 'shoe-horn' different subject disciplines in where they didn't fit (Example 7C) to make the lesson plan look good. These lessons proved to be unproductive as the lesson focus was lost amongst the other disciplines as proven by Rose (2009), this led to difficulty in discreet sessions as the children became confused as to what was expected of them and there was no particular lesson focus. For future reference, I should think carefully about what subjects to include in my planning beforehand and see if it is a natural fit otherwise it can lead to an ineffective learning environment as Parker (2012) stated above, the delivery of a cross-curriculum approach depends on the ability of the teacher to integrate knowledge so that pupils can make productive links between subjects.

One principle that was prevalent in my time in nursery was the use of authentic contexts. This allows children to participate in real-life situations, which is beneficial for future practice. At the beginning of my placement this was something I had to learn as the use of plastic or 'fake' materials were deemed not as effective as real materials as Bruce (2012) states the best way to prepare children for adult life is giving them what they need as children.

Over time there were improvements in my planning regarding authenticity, for example 8A+B, shows a plan of the builders' merchants and picture evidence of a child going through the stages of designing, buying equipment and then building a structure. The lesson focus was getting children to understand the concept of money but also had a lot of cross-curricular links. I used real change and the children priced the equipment themselves. The children understood they had to give money to receive equipment and the use of real money allowed them to make an authentic connection to a real-life scenario. Problem-solving tasks were also created (9A+B) where children had to transport water to a tub with no water-carrying equipment. This was an authentic problem for the children to solve and allowed for collaboration and trialling of different methods. Open-ended questions were asked to scaffold learning and the children eventually found a way to transport the water.

Although the reading above highlights the importance of authentic learning and its correlation with problem-solving skills, which the evidence above shows, this particular task wasn't related to the childrens learning and did not engage prior knowledge which meant that although it encouraged problem-solving skills it was not really relevant to what the children were learning. This is something to improve on as students should be engaged in genuine problems that allow opportunities for them to make connections between new material that is being learned in class and their prior knowledge (Mims 2003; Har 2005).

These kinds of experiences will increase student engagement and motivation. I also feel that I need to do more authentic tasks in my lessons as the reading above shows the benefits it has on a child's development, I felt I didn't use this principle enough in my first PTE and is something to improve on.

These principles interact and combine to offer the teacher a range of options for the provision of good teaching and learning experiences for children. They are not overly prescriptive but directs the teacher in preparation and planning to make best use of research-proven approaches, to be alert to pitfalls and to be continually critically reflective of the teaching experience. In this way a teacher is able to create an authentic lesson using a cross-curriculum approach with the benefits that children are given real-world problems in a real-life context using a range of subject disciplines. This type of learning is key as it can allow children to use what has been learnt in a classroom and use it in a realistic scenario. When children learn through doing, they are more likely to retain the knowledge and recall answers better than through passive learning methods (Sawyer, 2006).

What I found particularly difficult was asking open-ended questions. As working with children in the early development stage I found myself providing help using closed-questions so they can answer correctly rather than using higher-order questioning. This is something I need to work on as children learn from their mistakes as Huelser and Metcalfe (2011) explain that producing an error, as long as it is followed by corrective feedback, results in better retention of the correct answers than simply studying the correct answers from the beginning. This also links with AFL as studies show that the best impact of feedback involved students receiving information about a task and how to do it more effectively (Hattie and Timperley, 2007). They also state that feedback needs to be clear, purposeful and compatible with student's prior knowledge. In conclusion, to improve my practice for PTE 2 I should have patience with children when they are answering questions and continue to use high-order questioning where applicable and follow it up with corrective feedback when needed. I also need to be more concise in my planning in terms of cross-curricular links, making sure the links are organic and benefitting the children while improving my adaptability to situations that arise in the classroom and being able to alter a lesson plan for the benefit of the class.

References and Appendices

Monday, November 11, 2019 3:57 PM

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Appendices

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 Ryan Cross as a representative of the APLA, to:

(Tick accordingly)

Take photographs ☒

Film ☒

Record ☒

Name of Head teacher/Senior Mentor: Jane Hayward

Signature: Jane Hayward

Name of School: Cardigan 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: Ryan Cross

Signature: Ryan Cross

Student no.: 1000000000

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

Date: 26/10/19

Thank you for your co-operation

October 2019