

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.

12 December 2019 11:32

Student Number: 1903057

Pathway: PGCE Primary with QTS

Link to One Note file:

# Illustrative example 1

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## Example of literacy development

Figure CCR1 - A photograph of two pupils participating in my enhanced provision task, which was planned to integrate CCR Literacy and numeracy.



The task pictured in FigCCR1, had been planned for children between 5 and 6 years old. They were asked to pair images of everyday objects related to the theme of the week which was interests/hobbies with the mathematical shapes provided e.g. circle, triangle, rectangle, semi-circle, square. They were asked to name as many shapes as possible whilst reasoning their pairings with the everyday objects e.g. a football is round, a circle is also round.

With regard to the children's learning progression, this particular task is aimed at furthering their thinking and reasoning skills while also progressing their literacy and numeracy competence. This task aims to adhere to the pedagogical principle of Cross-Curriculum Responsibility by implementing literacy and numeracy development. During the planning of this task, which introduces LNF framework, the children would progress literacy competence through: taking part in activities with others and talk about what they are doing; explain information and ideas using relevant vocabulary; use a picture to obtain a matching item. The children will also progress numeracy competence by: using every day and mathematical language to talk about their own ideas and choices; sort and match objects or pictures by recognising similarities.

The task proved successful with the children, they followed instructions well and were able to pair the everyday objects with the shapes well providing reasoning for their choices while also naming shapes.

## Illustrative example 2

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### Example of numeracy development

The below FigureCCR2 is a screenshot of a lesson plan which aims to demonstrate the implementation of the pedagogical principle that concerns Cross-Curriculum Responsibility. The lesson was planned for children aged 5 to 6 years old. The purpose of the lesson is to progress the children's competence within numeracy, especially concerning the creation and recording of information in a table and a bar graph. Also, for the children to be able to explain and discuss what they have done, and what the results show. The lesson aims to adhere to the literacy framework developing cross-curricular numeracy, also literacy. The aspects of the numeracy framework incorporated in this lesson are: interpreting information presented in charts and diagrams and draw appropriate conclusions; make lists and tables based on data collected; represent data using lists, bar charts. The aspect of the literacy framework incorporated within this lesson is: being able to talk about things they have made or done explaining the process. As discussed above, the lesson plan below was created with regard to Cross-Curriculum Responsibility as per the pedagogical principle outlined by Donaldson. The lesson objectives reflect the numeracy and literacy framework mentioned previously, with the overall aim of further progressing the development of each child.

This lesson was difficult to teach as the children had no prior experience of creating and recording information in a tally chart or a bar graph. However, after following my instructions the children were able to build a basic knowledge base of table charts and bar graphs, while also explaining what they had done, and what the results showed e.g. swimming was voted the most popular hobby.

FigureCCR2 - A screenshot of my lesson plan demonstrating my implementation of CCR numeracy within my planning and teaching.

Lesson Plan - Produce a bar graph demonstrating favourite hobbies.

#### Amcanion Dysgu (ffocws ar ddysgu – defnyddio geirfa ddealladwy):

Bydd disgyblion yn dysgu i wneud y canlynol:

1. Deall sut i gasglu a recordio data mewn tabl.
2. Creu graff bar i ddangos canlyniadau.
3. Deall graff bar a sut i'w darllen.

| Meini Prawf Llwyddiant (wedi eu cysylltu'n glir â phob Amcan Dysgu ac yn gysylltiedig â phroses a/neu gynnyrch dysgu)                                                                                                                                                                                                          | Asesu Dysgu'r Disgyblion Tystiolaeth (Beth sydd gan y dysgwyr i'w ddweud/ysgrifennu/gwneud/cynhyrchu i ddangos yr hyn a ddysgir)                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Casglu data gan ofyn i bawb yn y dosbarth i ddewis eu hoff ddiddordeb nhw a recordio'r dewisiadau mewn tabl.</li> <li>2. Dysgu sut i drefnu graff bar gan ddefnyddio canlyniadau'r tabl.</li> <li>3. Gallu darllen a siarad am y graff bar gan esbonio beth mae'n dangos.</li> </ol> | <ol style="list-style-type: none"> <li>1. Gofyn i bawb dewis eu hoff ddiddordeb a'i recordio mewn tabl.</li> <li>2. Dilyn cyfarwyddiadau'r athrawes i'w dysgu sut i drefnu graff bar a recordio canlyniadau.</li> <li>3. Deall eu gwaith a siarad am y wybodaeth maent wedi ei recordio.</li> </ol> |

## Illustrative example 3

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### Digital competence development

Unfortunately, during the planning process it proved difficult to implement digital literacy development and opportunity adhering to the pedagogical principle of Cross-Curricular Responsibility. Due to this reason, I have considered this during reflection of one of my maths and number focused lessons. This lesson was for 5 to 6 year olds aimed to help the children progress their numeracy competence during the interests/ hobbies theme week. This involved voting for their favourite hobbies, and collecting this information in a tally chart to aid the creating of a bar graph demonstrating the results.

The children had no previous experience of using a tally chart, nor creating a bar graph, thus, meaning I was required to adopt a very basic approach and structure to begin teaching this new topic.

After completing this task with the children, they now hold basic understanding of using and recording information in a tally chart, also knowing how using this information can help create a bar graph. Finally being able to explain the process taken, being able to read the bar graph and explain what the results show. As the children had progressed and developed these skills I considered what could be done to build on this knowledge and develop further in my lesson evaluation. At this point during my lesson evaluation, see FigureCCR3, I decided that introducing technology would be a suitable next step for progression, which would also provide opportunity for the children to progress their digital competence.

### Cynllun Gwers – Cam 1 Gwerthuso'r Profiad Dysgu (cynhwyswch gyfeiriadau at SAC)

| Gwerthuso'r hyn y mae Disgyblion yn ei Ddysgu                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tystiolaeth o Ddysgu (gan gynnwys agwedd at ddysgu dros amser)) | Nad oedd y plant yn deall beth yw graff bar cyn y wers felly erbyn diwedd y wers roeddent yn deall beth yw graff bar a sut i'w darllen a recordio data. Ar ddiwedd y wers, gofynnais i'r plant esbonio beth maent wedi'i gwneud wrth ddangos eu gwaith. Cyfeiriais at nŵl t yr amcanion dysgu a drafodwyd ar ddechrau'r wers er mwyn gofyn iddynt a ydyn nhw wedi cwrdd â phob amcan. Llwyddodd y plant i adrodd eu gwaith, ac roeddent yn gallu esbonio sut i ddefnyddio canlyniadau'r tabl er mwyn recordio'r data mewn graff bar. |
| Y Camau Nesaf ar gyfer Cynnydd                                  | Er mwyn sicrhau cynnydd plant, bydd rhaid iddynt wneud graff bar eto gan gyfeirio at y dysgu blaenorol a gwneud y gwaith heb lawer o gefnogaeth gan yr athrawes i ddangos eu dealltwriaeth a dysgu. Efallai bydd yn bosibl dysgu sut i greu graff bar wrth ddefnyddio iPad/ cyfrifiadur a bydd y plant yn dysgu sut i ddefnyddio rhaglen ddigidol hefyd â chefnogaeth a chyfarwyddiadau gan yr athrawes.                                                                                                                             |

FigureCCR3 - A screenshot of my lesson evaluation, where I plan to introduce digital competence meeting CCR guidelines.

# Illustrative example 1

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AFL example - Using thumbs to express understanding

The FigureAFL1 is a snapshot of a lesson plan demonstrating the implementation of the pedagogical principle of Assessment for Learning.

I have attempted to adopt this pedagogical principle within my teaching in order to improve the teaching and learning environment. This lesson was taught to 5 to 6 year olds, upon being asked the children will use their thumbs to communicate their understanding. The children know that thumbs up signifies that they understand, thumbs horizontal signifies they do not understand fully and are slightly unsure, while thumbs down signifies that they do not understand and need more help. I find this method of assessment for learning useful after explaining or introducing tasks, to check the children's understanding. This method is useful in enabling each child to express their feeling of understanding, in which I am able to assess which children need more help to understand something thus, allowing each child's educational needs to be catered to.

| Amser                                                             | Gweithgareddau/Methodoleg/Cysyniadau<br>Allweddol<br>(Rôl yr Athro – gan gynnwys pwyntiau dysgu allweddol a chwestiynau allweddol)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Tasgau Disgyblion<br>(Rôl disgyblion – gan gynnwys strategaethau gwahaniaethu, ymgysylltu ag asesu ffurfiannol a gwaith cartref)                                                                                                                                                                                                                                                                                                                                                                        | Adnoddau<br>(Gan gynnwys gofyniad lechyd a Diogelwch) |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>Cyfnod agoriadol</b><br>(gyda chysylltiadau â dysgu blaenorol) | - Cyflwyno Stori'r geni. Dangos llun genedigaeth o Iesu Grist a gofyn i'r plant os ydynt yn adnabod pobl o fewn y llun. (Sefydlu dysgu blaenorol)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | - Edrych ar y llun genedigaeth o Iesu Grist a chyfrannu unrhyw wybodaeth/ syniadau tuag at y sgwrs.                                                                                                                                                                                                                                                                                                                                                                                                     | Llyfr Stori'r Geni                                    |
| 1 <b>Munud</b>                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                       |
| <b>Addysgu a Dysgu Craidd</b><br><br><b>30 munud</b>              | - Darllen Stori'r Geni. Gofyn i'r plant edrych ar y lluniau er mwyn dyfalu beth sy'n digwydd. E.e. "Beth sydd wedi ymddangos yn y nen?".<br><br>Ar ôl gorffen darllen y stori, adrodd y stori eto wrth wneud camgymeriadau a gofyn i'r plant penderfynu os oes y datgan yn gywir/ anghywir e.e. "Daeth yr angel o'r enw Guto i ddweud wrth Mair ei bod hi'n mynd i gael babi". (Gwirio dealltwriaeth y Plant)<br><br>- Cyflwyno'r ardaloedd darpariaeth ac esbonio beth sydd angen ei wneud. Gofyn i'r plant "ydych chi'n deall beth i wneud?" defnyddiwch eich bodiau i ddangos os ydych chi'n deall. (Os oes plant yn ansicr/ ddim yn deall, esbonio iddynt yn glir i sicrhau eu bod nhw'n deall.) | - Gwrando ar y stori ac awgrymu syniadau pan fydd yr athrawes yn gofyn cwestiynau.<br><br>Gwrando ar yr athrawes yn adrodd datganiadau Stori'r Geni a phenderfynu os oes datganiad yn gywir / anghywir, a chywiro os oes angen.<br><br>Gwrando ar yr athrawes er mwyn deall beth sydd angen i wneud a dangos bodiau er mwyn cyfathrebu eu dealltwriaeth. <b>Bodiau lan i ddangos eu bod nhw'n deall, bodiau yn y canol i ddangos eu bod nhw'n ansicr, a bodiau i lawr i ddangos nad ydynt yn deall.</b> | Ardaloedd darpariaeth                                 |

FigureAFL1 - A screenshot of my lesson plan that introduces Assessment For Learning pedagogy by applying method of using thumbs to communicate understanding.

## Illustrative example 2

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AFL example - Drawing a face after completing each area of enhanced provision to show confidence within the activity after completion

| Sut wyt ti'n teimlo am y dasg?                                                                                                                                                                                                                        |                              |                                |                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------|-------------------------------|
|    |                              |                                |                               |
| <input type="radio"/> Addison                                                                                                                                                                                                                         | <input type="radio"/> George | <input type="radio"/> Llatys   | <input type="radio"/> Rhodri  |
| <input type="radio"/> Ariana                                                                                                                                                                                                                          | <input type="radio"/> Hani   | <input type="radio"/> Lily-May | <input type="radio"/> Reesey  |
| <input type="radio"/> Aurelia                                                                                                                                                                                                                         | <input type="radio"/> Henri  | <input type="radio"/> Llewelyn | <input type="radio"/> Sam     |
| <input type="radio"/> Brooke                                                                                                                                                                                                                          | <input type="radio"/> Isaac  | <input type="radio"/> Luca     | <input type="radio"/> Tomas E |
| <input type="radio"/> Clara                                                                                                                                                                                                                           | <input type="radio"/> Jacob  | <input type="radio"/> Mia      | <input type="radio"/> Tomas G |

FigureAFL2 - The use of drawing faces to convey overall confidence and feeling after completion of a task, the application of an AFL strategy to understand the educational development/needs of each individual child.

The application of the AFL strategy as shown in FigureAFL2 was introduced at each enhanced provision station in the classroom. The classroom is a mixture of 5 to 6 year old children, therefore, I believed this format of AFL was suitable to the age group.

The children fully understood that they should draw a face next to their name after completion of a task, indicating how confident they felt after completing the task. The smiley face indicated they were confident and happy to do it alone, the unsure face indicated they were not completely confident and needed a little help, and the sad face indicated they were not confident and needed help.

After the children completed each area of enhanced provision and drew a face to convey how they felt upon completing the task, I am able to review each area to assess each child individually and be able to assist them further should it be required.

# Illustrative example 3

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AFL example - Sharing learning objectives and success criteria.

Discussing learning objectives before beginning a lesson and sharing success criteria is an Assessment for Learning technique. I ensure to explain the learning objectives to the children before beginning a lesson and share the success criteria when explaining what they are expected to do as shown in FigureAFL3. By doing this, the children are aware of exactly what the lesson is about and what they need to do in order to accomplish the lesson objectives. The children are aged 5 to 6 years old, and I believe this method of AFL can help them understand what a lesson is about and what they will be doing/ what I wish for them to do by the end of the lesson etc. I believe this helps the children to work more efficiently as they are aware of exactly what they should be doing.

| Amcanion Dysgu (ffocws ar ddysgu – defnyddio geirfa ddealladwy):                                |
|-------------------------------------------------------------------------------------------------|
| Bydd disgyblion yn dysgu i wneud y canlynol:                                                    |
| 1. Adnabod eu hunaniaeth a'r pethau sy'n golygu Cymreictod.                                     |
| 2. Gallu siarad am eu hunaniaeth gan ddefnyddio patrymau cywir e.e. 'rydw i'n Gymro / Gymraes'. |
| 3. Ysgrifennu brawddegau gan ddefnyddio geiriau allweddol e.e. cenin pedr a darlunio lluniau.   |

FigureAFL3 - A screenshot of my lesson plan which employs the Assessment for Learning strategy of discussing the lesson objectives and success criteria before the lesson, ensuring the children are aware of what they are expected to do.

| Meini Prawf Llwyddiant (wedi eu cysylltu'n glir â phob Amcan Dysgu ac yn gysylltiedig â phroses a/neu gynnyrch dysgu) | Asesu Dysgu'r Disgyblion<br>Tystiolaeth<br>(Beth sydd gan y dysgwyr i'w ddweud/ysgrifennu/gwneud/cynhyrchu i ddangos yr hyn a ddysgir)    |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Edrych ar luniau sy'n golygu Cymreictod a'u hadnabod                                                               | 1. Gallu adnabod pethau sy'n perthyn i Gymreictod.                                                                                        |
| 2. Gallu siarad am y pethau sy'n bwysig iddynt megis Cymro / Cymraes.                                                 | 2. Gallu trafod eu hunaniaeth ac esbonio beth sy'n bwysig iddynt.                                                                         |
| 3. Ysgrifennu am eu hunaniaeth a rhesymu dros eu dewisiadau a hefyd darlunio lluniau.                                 | 3. Gallu ysgrifennu brawddegau gan ddefnyddio geiriau allweddol a dangos eu dealltwriaeth gramadegol e.e. prif lythyren ac atalnod llawn. |

| Amser                                                          | Gweithgareddau/Methodoleg/Cysyniadau Allweddol<br>(Rôl yr Athro – gan gynnwys pwyntiau dysgu allweddol a chwestiynau allweddol)                                                                                                                                                  | Tasgau Disgyblion<br>(Rôl disgyblion – gan gynnwys strategaethau gwahaniaethu, ymgysylltu ag asesu ffurfiannol a gwaith cartref)                                                                                                                                                          | Adnoddau<br>(Gan gynnwys gofyniad lechyd a Diogelwch) |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>Cyfnod agoriadol</b> (gyda chysylltiadau â dysgu blaenorol) | Cyflwyno Cymreictod gan ddangos pŵer pwynt a lluniau cysylltiedig, a hefyd dangos er mwyn ysbrydoli'r plant.                                                                                                                                                                     | Gwylïo'r pŵer pwynt a dechrau meddwl am syniadau sy'n golygu Cymreictod iddynt.                                                                                                                                                                                                           | Lluniau, pŵer pwynt.                                  |
| <b>5 munud</b>                                                 | Trafod yr amcanion a'r meini prawf a gofyn i'r plant dangos eu bodiau er mwyn gwirio'u dealltwriaeth.                                                                                                                                                                            | Gwranddo ar yr athrawes wrth iddi gyflwyno amcanion y wers a'r meini prawf. Dangos eu bodiau i gyfleu dealltwriaeth. (Bodïau lan = deall yn glir, bodïau yn llorwedd = maen nhw'n ansicr, bodïau i lawr = nad ydynt yn deall.)                                                            |                                                       |
| <b>Addysgu a Dysgu Craidd</b><br><br><b>30 munud</b>           | Trafod Cymru a phethau sy'n bwysig i ni yng Nghymru e.e. Yr iaith Gymraeg. Gofyn i'r plant trafod syniadau sy'n cyfrannu at eu Cymreictod.<br><br>Helpu'r plant ysgrifennu brawddegau, a helpu'r plant cofio defnyddio prif lythyren, ac atalnod llawn wrth ysgrifennu brawddeg. | Siarad am eu hunaniaeth, trafod pethau sy'n golygu Cymreictod a hunaniaeth. e.e. Yr Eisteddfod.<br><br>Ysgrifennu brawddegau am eu hunaniaeth a beth sy'n golygu Cymreictod iddynt, a darlunio lluniau er mwyn eu dangos. Hefyd defnyddio'r patrymau cywir e.e. rydw i'n Gymro / Gymraes. | Lluniau, llyfrau iaith.                               |

# Illustrative example 1

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Example of using a blend of approaches - Critical thinking



FigureBA1 - This image demonstrates my planning of an observed Beebot task of which the children are asked to think and navigate a Beebot around the map from a certain item to the next. This task incorporates the pedagogical principle of using a blend of approaches, namely, critical thinking skills.

FigureBA1 captures an observed task in which the children were asked to navigate a beebot from one picture to another without instruction, they worked together to decide how to move the Beebot from one picture to the other. This task presented an opportunity for the 5 to 6 year old children to use their critical thinking skills in order to navigate the Beebot around the map successfully. The children enjoyed this task as it involved a challenge and allowed them to think critically about what they were doing to arrive at the desired destination. This task is an example of integrating the pedagogical approach of using a Blend of Approaches, in this case, critical thinking into my teaching practice.

## Illustrative example 2

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Example of using a blend of approaches - creative thinking

One aspect of employing the pedagogical principle of using a Blend of Approaches includes creative thinking. FigureBA2 is part of a lesson plan I taught to 5 to 6 year old children during the fireworks themed week. I showed a video to the children of a fireworks display asking them to describe what sounds, movements and colours they saw. Following this I explained the lesson objectives and ensured they knew exactly what to do. I asked them to think about the video they had watched of fireworks and work with a partner to create 2 different firework themed movements. Following this, I asked the pairs to make a group of four and share their ideas to create a dance containing 4 firework themed movements. The children enjoyed this task as the video helped spark their imagination, and they proceeded to explore their ideas by creating the movements and dances. This lesson was successful in implementing creative thinking as a part of the pedagogical principle of using a Blend of Approaches.

| Amser                                                                                    | Gweithgareddau/Methodoleg/Cy syniadau Allweddol<br>(Rôl yr Athro – gan gynnwys pwyntiau dysgu allweddol a chwestiynau allweddol)                                                                                                                                                                                                                | Tasgau Disgyblion<br>(Rôl disgyblion – gan gynnwys strategaethau gwahaniaethu, ymgysylltu ag asesu ffurfiannol a gwaith cartref)                                                                                                                                                                                                                                                       | Adnoddau<br>(Gan gynnwys gofyniad lechyd a Diogelwch) |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>Cyfnod agoriadol</b><br>(gyda chysylltiadau â dysgu blaenorol)<br><br><b>15 munud</b> | <ol style="list-style-type: none"> <li>1. Cyflwyno tân gwyllt a chyfeirio at waith blaenorol (dawns y dail).</li> <li>2. Cyflwyno ffocws y wers, trafod yr amcanion a meini prawf llwyddiant.</li> <li>3. Cyflwyno fideo tân gwyllt a gofyn i blant disgrifio'r golwg, sŵn a symudiadau er mwyn creu syniadau ar gyfer y cam cyntaf.</li> </ol> | <ol style="list-style-type: none"> <li>1. Cynnig awgrymiadau am waith blaenorol a'i esbonio.</li> <li>2. Dangos dealltwriaeth yr amcanion dysgu a'r meini prawf wrth ateb cwestiynau'r athrawes.</li> <li>3. Gwyllo'r fideo tân gwyllt ac ateb cwestiynau'r athrawes er mwyn eu disgrifio.</li> </ol>                                                                                  | Bwrdd gwyn, gliniadur.                                |
| <b>Addysgu a Dysgu Craidd</b><br><br><b>30 munud</b>                                     | <ol style="list-style-type: none"> <li>1. Cyfeirio nôl at yr amcanion a meini prawf er mwyn sicrhau dealltwriaeth y plant.</li> <li>2. Helpu'r partneriaid i feddwl am syniadau.</li> <li>3. Mynd o gwmpas y dosbarth er mwyn cefnogi'r grwpiau i gydweithio a chreu dawns tân gwyllt.</li> </ol>                                               | <ol style="list-style-type: none"> <li>1. Esbonio'r amcanion a meini prawf i wneud yn siŵr eu bod yn glir am y cyfarwyddiadau.</li> <li>2. Gweithio mewn parau i feddwl a chreu o leiaf 2 symudiad tân gwyllt.</li> <li>3. Cydweithio mewn grwpiau i greu dawns tân gwyllt gan gynnwys o leiaf 4 symudiad.</li> </ol>                                                                  | Bwrdd gwyn, gliniadur.                                |
| <b>Sesiwn Gloi</b><br><br><b>15 munud</b>                                                | <ol style="list-style-type: none"> <li>1. Gofyn i grwpiau perfformio eu dawns o flaen y dosbarth er mwyn dangos eu Gwaith.</li> <li>2. Canmol gwaith da'r plant, gofyn i grwpiau eraill cynnig adborth, rhywbeth da am y ddawns ac awgrymu rhywbeth sy'n gallu eu helpu nhw gwella y tro nesaf.</li> </ol>                                      | <ol style="list-style-type: none"> <li>1. Perfformio'r ddawns er mwyn dangos eu bod nhw wedi dilyn y cyfarwyddiadau a dangos eu syniadau.</li> <li>2. Cynnig adborth i grwpiau eraill gan awgrymu rhywbeth da a rhywbeth iddynt wella. Gwrandao ar adborth grwpiau eraill er mwyn gwybod beth maent wedi gwneud yn dda a beth maent yn gallu ystyried ar gyfer y tro nesaf.</li> </ol> | Bwrdd gwyn, gliniadur.                                |

FigureBA2 - This screenshot of a lesson plan I taught, demonstrates use of a Blend of Approaches as it aims to develop children's creative thinking skills.

## Illustrative example 3

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### Example of using a Blend of Approaches - Problem Solving

Importantly, problem solving plays a significant role in education as it is a life-long skill. I have integrated this into my planning for the children's enhanced provision. As seen in FigureBA3, this task was set for 5 to 6 year old children, asking them to use cocktail sticks and Fruit Pastilles to construct a stable shelter for the nativity figures Mary, Joseph and baby Jesus. This task was designed to challenge the children's problem solving skills in order to achieve the desired outcome of a stable using the equipment provided. The children enjoyed this task as it gave them a challenge which they all aimed to accomplish, through developing their problem solving skills.



FigureBA3 - This is an image which was displayed at the STEM enhanced provision area in the classroom. Accompanied with a children's nativity set, cocktail sticks and Fruit Pastilles, the task was aimed to enhance problem solving skills incorporating a Blend of Approaches pedagogical principle.

This essay will focus on Professional Teaching Experience while considering related literature within the field of effective teaching and learning, with a centralised study of the pedagogical principles set out by Donaldson in his review and recommendations for the National Curriculum.

Namely, the three pedagogical principles: Good teaching and learning means employing assessment for learning principles; Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them; and Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking. (Donaldson, 2015)

Following this, a critical reflection will be introduced in order to evaluate one's application of Donaldson's recommended pedagogical principles, specifically the three outlined previously, within teaching practice in order to strive for further progress. Finally, the conclusion will study progress made considering the application of these pedagogical principles, with reference to related literature.

Firstly, examining literature and studies surrounding effective teaching and learning practice is fundamental in order to determine the key components that are recommended to succeed as an effective teacher enabling effective learning. In Donaldson's report *Successful Futures* (2015), he assures effective pedagogy as a vital contributor to achieving the curriculum aims specifically designed to meet the four purposes, thus, resulting in the creation of the twelve corresponding pedagogical principles. Good teaching is referred to as:

"The elements of good teaching include in various ways: subject and methodological expertise; sound classroom craft skills; an understanding of the social and psychological factors that influence learning; and the ability to excite and inspire children to want to learn and to be able to learn independently." (Donaldson, 63, 2015)

However, A common issue is that effective teaching and learning are commonly judged by results, thus, indicating the measurement of a teacher's quality of instruction and a child's progression is determined by test results and attainment as opposed to the actual quality of teaching and learning progression. Kyriacou argues that much of what has been taught by teachers had a central focus on children's performance and proof of knowledge through tests and exam results to prove their overall progression and attainment. He states that effective teaching is essentially a teacher who successfully delivers the desired outcomes of education, which is a combination of exam attainment, but also the development of thinking, understanding and skills applicable to life-long learning. (Kyriacou, 2009)

Donaldson recognised this issue within his report *Successful Futures* (2015) and set out to create a curriculum that doesn't focus primarily on pupils' achievement regarding exam results but the achievement of life-long skills and learning which are reflected in the four purposes at the heart of the new curriculum. In order to ensure teachers are successful and effective in delivering these skills, the twelve pedagogical principles were created to meet the desired four purposes of development. These pedagogical principles are what Donaldson recognises as the key components to effective teaching and learning.

A range of studies concentrating on effective teaching and learning have been conducted across the world with the aim of identifying what aspects of teaching make a teacher successful and produces thriving learners.

OECD highlight the combination of knowledge and skills as fundamental aspects within teacher's professional competence, also claiming that research evidence suggests the quality of a teacher can be highly influential when establishing learner's progress even after the consideration of previous learning and the nature of family environment (OECD, 2018).

Education systems across the world are experiencing revolutionary changes as many are creating

curriculums that are more competence-based rather than the traditional view of a knowledge-based education. Education faces more and more challenges as the world evolves, with the requirement of highly skilled workforces becoming ever more valued and demanded in society today. Therefore, the days of teachers transmitting knowledge to children who would be judged on their academic ability by demonstrating their memory of this knowledge are no longer the central focus for many education systems, such as Australia and America. The development of a new curriculum with true understanding of information, possession of key skills including deep thinking, problem solving, and creativity are now of utmost importance within modern working society in order to produce competent and aspiring future generations equipped to be efficiently skilled participants of society. Therefore, effective pedagogy, knowledge, and applying learning strategies is essential for any aspiring teacher aiming to be effective and ensure children's learning progresses. (OECD, 2018)

Professional Teaching Experience has seen much modification in recent years due to the ongoing planning and implementation of the *Curriculum for Wales 2022*. Of course, the modification of Professional Teaching Experience is essential to counterpart with the new curriculum. Across Wales, the Professional Standards for Teaching and Leadership have been introduced by the Welsh Government to reflect this development. All teachers in training, practicing teachers and formal leaders have now adopted and must implement these professional standards. There are five professional standards for teaching and leadership: pedagogy; leadership; collaboration; professional learning and innovation. The components of which contribute to effective teaching and learning, created to reflect Donaldson's *Successful Futures* (2015), which include the twelve pedagogical principles with the aim to create overall good teaching and learning that meet the four purposes.

Focusing on the three principles of: application of assessment for learning; the reinforcement of cross-curricular responsibility; and the employment of using a blend of approaches, one shall consider their efficiency within effective teaching and learning.

The Welsh Government highlights the importance of implementing the use of assessment for learning and the development of thinking in the classroom. Defining the development of thinking as: As reflected in Donaldson's *Successful Futures* the development of thinking is of high importance in the classroom also of shared importance by the Welsh Government, claiming that it contributes to the progress and development of children by making it applicable to other aspects of learning and skills along with being a life-long competence. Allowing a child to gain deeper understanding, be able to plan, develop and reflect using thinking skills to think creatively and critically while carrying out tasks also analysing and reflecting on the results. The ability to think is present at birth however, evidence shows that it is possible to learn to think more effectively (Welsh Government, 2010) Thoughts are processed by people every day; however, the quality of a person's thinking can be improved through the learning environment by providing various experiences and challenges. Setting a task that begins with a question provides opportunity for children to explore their thinking in order to 'solve the problem' thus, providing an answer. Also, providing a slightly challenging task for children will enable their critical thinking skills to progress while they think of strategies and attempt to overcome the challenge. The introduction of exploration is key within the foundation phase as supported by Donaldson. Robson suggests that a study of children being presented with objects to explore demonstrated their development of creative thinking while playing with the objects and thinking of ways to use them, thus, also enhancing their critical thinking skills. This was not witnessed however with a group of children presented with objects and instructions for their use. This did not encourage their creative or critical thinking skills as they knew exactly how to use the items and followed the instructions as opposed to exploring with the items, not demonstrating the thinking skills that were encouraged by the previous group (2006). The skills that are acquired through introducing a blend of approaches including problem solving, creative thinking and critical thinking, can be useful and transferrable to other situations importantly future employment which demonstrates the importance of them within effective teaching and learning.

The Welsh Government (2010) emphasises the importance of assessment for learning methods in a classroom for ensuring a learner's development by assessing a learner's position on the learning continuum seeking where they need to go to progress and how to enable them to attain this. On their own pilot scheme of introducing these programmes, results showed improvement in the performance of children, increased engagement from the children, and increased ability to demonstrate transferable skills along with many benefits including increased enjoyment by learners

and the teacher.

The traditional education systems adopted in the UK during the late 20<sup>th</sup> century, in Wales the *National Curriculum in Wales 1989* were divisive in their subject contents, separating subjects which has taken a complete revolution in modern times. Many reviews of the prior education systems suggest the integration of subjects into subject areas, such as Donaldson's suggestion in *Successful Futures* of which he suggests combining subjects to form six areas of learning and experience: expressive arts; humanities; health and well-being; science and technology; mathematics and numeracy; languages; literacy and communication. This includes the implementation of cross-curricular responsibility, involving numeracy, literacy and digital competence. The multiple methods developed to promote of cross-curricular learning are outlined by Barnes such as: Hierarchal cross-curricular teaching and learning, Multi-disciplinary cross-curricular teaching and learning; Inter-disciplinary cross-curricular teaching and learning; Opportunistic cross-curricular teaching; and Double focus cross-curricular teaching. Each varies in method therefore, each varies in terms of advantages and disadvantages, Hierarchal cross-curricular teaching and learning for example, involves the introduction of another subject (inferior) to enhance the learning of the main subject (superior) e.g. the introduction of portrait painting (expressive arts) within a Tudor (humanities) lesson. This demonstrates the use of an inferior subject to enhance the learning of the superior subject. However, Barnes points out that there not strong proof that any knowledge, skills and understanding in the 'inferior' subject are being developed, it is simply a tool to benefit the development of the superior subject. Also, Barnes stipulates that many teachers may use this method to incorporate some areas of learning that they may not hold as much confidence in the inferior subject thus, limiting the learning opportunities for the children. On the other hand, Barnes acknowledges that the Hierarchal cross-curricular method can be very motivating and beneficial to the development and learning of children who may gain better understanding of the inferior subject e.g. numeracy through its implementation within the superior subject e.g. geography although it can sometimes mean only slight progress is made in the inferior subject, however progress still constitutes development no matter what amount.

Hattie (2009) identifies assessment for learning strategies as essential components to ensuring learner development and progression. By sharing lesson objectives and success criteria with children they gain a deeper understanding of what is required in order to be successful in the progression and learning of a task/ topic. The strategies for assessment for learning: questioning, feedback, sharing criteria and self-assessment were identified by Black & William as holding much importance within the assessment for learning framework in order to achieve the overall understanding pupil needs and using this information to plan for progress on the education continuum (1998b). Many of these strategies have been tried and tested and proved successful in progression. Such as, the research of questioning conducted by Rowe (1974) showed that upon asking questions, if the teacher increased their wait time allowing children to think, the children gave more detailed answers, lack of response decreased, students counterchallenged answers of their peers and/ or helped develop the answers of their peers, it also let to alternative answers being offered. This simple adoption of question wait timing can encourage and engage the students in the lesson overall improving their involvement, interest and thinking.

Assessment for learning as discussed by Black et al (2007) has proven to increase learner's improvement and performance through feedback. In a study by Butler (1988) groups of children were given feedback in three different ways, one with marks only, one with comments only and one with a combination of comments and marks. The study showed that the children who received comment only feedback made learning gains from the feedback and the other groups did not. However, Black et al emphasize the importance of the quality of feedback comments as vague comments do not help children develop and improve, although with a more specific applicable feedback comment a child is able to take the feedback and apply it to their future work generating learning and improvement.

Considering the literature regarding effective teaching and learning it is possible to see the reasons behind Donaldson's choice to include assessment for learning, a blend of approaches including critical thinking, creative thinking, and the implementation of cross-curricular responsibility within his twelve pedagogical principles as each show support from studies and research. There have been some questions raised regarding the effectiveness of some aspects, however, it appears through correct planning and application it is possible to ensure success and progress contributing to effective teaching and learning.

## Critical reflection

In order to ensure that teachers develop and improve practice it must be a career-long process, with the continual commitment to seek growth and development. The Welsh Government set out in the new Professional Standards for Teaching and Leadership to ensure all practicing teacher strive to develop and progress professionally throughout their careers. Hence the importance given to professional learning, innovation, collaboration, pedagogy, and leadership in the Professional Teaching Standards and Leadership. Upon looking further into each standard, the Welsh Government highlight critical analysis as a factor of innovation stating it enables the trial and testing of developing new techniques in order to identify ones that are effective on the learners. Closely linked to this is the evaluation of changes in practice, working closely with colleagues to evaluate, analyse and share good practice. According to the Professional Standards, teachers should continue to benefit their professional development by keeping up to date with the latest studies involving child development, assessment, learning associated with planning and day-to-day practice allowing them to make informed pedagogical decisions. Teachers should ensure their assessment is successful in identifying the learning needs for all learners, also each task should be adapted to suit the needs of each learner offering challenge and progression. Regular assessment of pupils' learning to identify their position on the learning continuum and offer feedback to enable them to know what they need to do for progression is another key aspect of effective teaching. The Government has identified numerous areas within the Professional Standards that they consider creating and contributing to effective teaching and learning from a wide range of studies and pedagogical literature (Welsh Government, 2018).

Critical reflection as previously discussed has been identified as a key aspect within the Professional Standards as effective teaching and learning. This leads me on to reflect on my own teaching to analyse the successes and identify areas for improvement. Within my examples of using the three selected pedagogical principles within my teaching practice, I shall evaluate their effectiveness on the contribution to the learning of pupils.

Firstly, cross-curricular responsibility is highly important due to the emphasis on literacy, numeracy and digital competence within everyday life and work. As per my examples under CCR, example 1, 2 and 3 were all planned with close consideration of cross-curricular responsibility. Example 1, FigureCCR1 pictures a task focused on hobbies with the implementation of shapes and oral literacy. The children were able to pair shapes with everyday hobbies, whilst enhancing the oral skills by naming shapes and discussing their reasons for pairings. I believe this task incorporated cross-curricular responsibility successfully also bringing enjoyment to the learners who participated in the activity, allowing them to identify mathematic concepts with everyday items. Also enhancing their oral ability through holding discussions and naming shapes.

Example 2, FigureCCR2 is a lesson plan demonstrating the application of cross-curricular numeracy within planning topic work around hobbies and interests. The children learned how to record information in a tally chart and utilise this data to record it in a bar graph, discussing what the results showed. The children did find this task challenging as it was a new topic however, they were able to explain what they had done and formed a good basis for future learning. They were able to enhance their numeracy skills through the topic of hobbies, which provides opportunity for more development.

Example 3, FigureCCR3 is an evaluation of my lesson plan for FigureCCR2. I struggled to incorporate digital literacy within my planning due to the limited access to technology resources in the classroom, as the Wifi network in the classroom did not operate at the time also. However, I was able to identify potential introduction of digital literacy on developing further learning. I believe a next step for progress in numeracy from the bar graph task would be to attempt to replicate the bar graph using child friendly software.

Under AFL, Example 1, FigureAFL1, is a lesson plan showing my application of Assessment for Learning pedagogy by using thumbs up, horizontal or down to communicate understanding when explaining a task or topic. I found this to be a successful tool in understanding each pupil's needs as they can express themselves using this approach, allowing me to identify which children need more help thus, resulting in myself catering to all their learning needs.

Example 2, FigureAFL2, is a picture used at each enhanced provision station within the classroom in order to assess each child's confidence when completing a task. They draw a face, smiling, unsure or unhappy to convey how confident they felt completing a task. This is a useful technique when

identifying the learning needs to individuals, allowing to plan for extra explanation etc.

Example 3, FigureAFL3, is a lesson plan introducing the discussion of learning objectives and success criteria at the start of a lesson to inform the children on what they need to do in order to achieve the learning outcomes. This approach is informative as each child can understand clearly what they need to do in order to be successful in their learning.

Under Blend of Approaches, Example 1, FigureBA1, is a task involving Beebots planned to develop critical thinking as the children need to think how to program the Beebot in order to arrive at the desired destination. This blended approach is helpful when developing critical thinking as it requires much trial and error while thinking critically how to arrive at the destination.

Example 2, FigureBA2 is a lesson plan involving creative thinking, it uses a video to encourage discussion and ideas, allowing the children to then use the imagination and convey what they saw through movement and sound.

Example 3, FigureBA3 is a blended approach using problem solving. The children were asked to use the materials provided to overcome challenge by constructing a stable for Mary, Joseph and Jesus. This task allowed them to develop their problem-solving skills in order to find a solution.

Overall, while considering each aspect of literature when exploring effective teaching and learning, a variety of studies and research has been carried out with positive results. In order to improve and continue to develop provisionally and continue to be effective in teaching and learning a variety of strategies are the key to success. Also, the ongoing study of literature, the ongoing evaluation and collaboration to develop successful processes is essential to ensuring progress.

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OECD, 2018, Teaching For The Future, Effective Classroom Practices to Transform Education.

OECD, 2009, Creating Effective Teaching and Learning Environments.