

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

Wednesday, December 11, 2019 3:41 PM

Student name: Sharlene Alison Bernard

Student number: 1902958

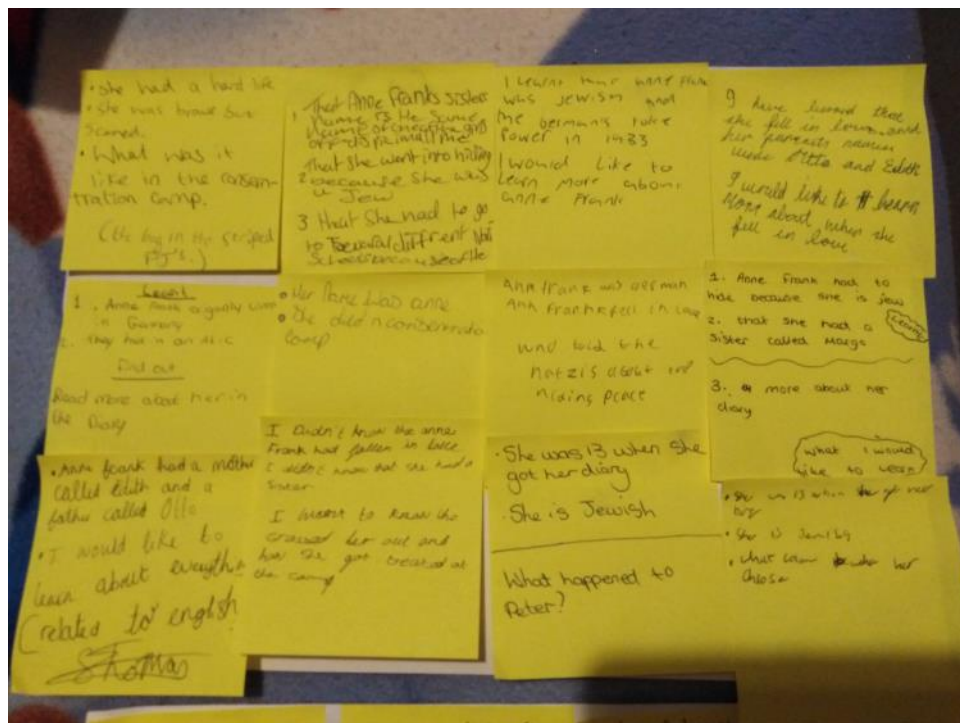
Assignment title: Prepare a portfolio (as though you were sharing with a mentor) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Pathway: Secondary English PGCE

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1902958_student_uwtsd_ac_uk/EpTUBbROuZVJkl_LptYJRbgB0cpPN2BKg07qpkw1wSy34Q?e=jE3lrO

Good teaching and learning means employing assessment for learning principles

Wednesday, December 11, 2019 3:41 PM



The first piece of evidence shows a plenary session that happened with a Year 7 class. During this lesson, they were learning about autobiographies, and would soon write their own autobiography. This lesson, they were studying *The Diary of Anne Frank*. This lesson was very successful as all of the pupils were engaged and were excited in sharing what they already knew about Anne Frank and World War II. It was important to establish what they had learnt during this lesson as it would then establish how effective the teaching and learning was. This form of finding out what they have learnt and what they would like to learn in future is very effective, as the pupils will become more involved in their learning and will begin to take some responsibility for their own learning, which is included in the Donaldson Report (Evans, 2015). In my opinion, this is quite a good reflection on their learning as they would remain anonymous, and therefore, will not suffer any negative consequences for not understanding something. As David Spendlove says, "learners are more likely to be motivated by valuing what they are learning (intrinsic) rather than by achieving a certain level of attainment (extrinsic)" (Spendlove, 2015, p.86). This shows that not only is the form of understanding what they have learnt effective, but the lesson itself was as well, as they are gaining useful information; this relates to the Cross-Curricular aspect of Donaldson's Report as they are learning a significant historical event and religion (Evans, 2015).

[illegible]

The second piece of evidence is an 'Exit Ticket' form of a plenary. This gives the pupils a specific question to answer about the lesson, to check their understanding. This allows the teacher to check for understanding about something specific that they should have learnt during the lesson. This is a very effective form of AFL as they were all asked the same question. This Year 8 class is mixed ability, which was good as it improved their motivation (Reid et al, 1981, p.76). As Reid et al wrote, "it avoids the pupils feeling that they are less important or socially less of value" (Reid et al, 1981, p.79). I was pleased with the results of these Exit Tickets as it allows the pupils to reflect on their learning a lot more, which they may not usually have the chance to do. It also allowed me to ask different pupils to read out what they wrote. Questioning in the classroom is a significant part of Assessment for Learning, although the questions are only as good as the answers that they bring (Wragg and Brown, 1993, p.27). As Sutton wrote, "education is about the meanings each pupil takes away with him" (Sutton, 1981, p.48). This is very significant as it can help their motivation for future lessons and their general motivation. It is also important, as a teacher, to see that the teaching and learning is effective.

Who do you think is the strongest female in TKAM and why?

Name:.....

Reason why:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A black and white photograph of a young woman with short, dark, wavy hair. She is smiling broadly at the camera. She is wearing a light-colored plaid shirt underneath dark denim overalls. The background is a plain, light color.

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

Wednesday, December 11, 2019 3:42 PM



LOST!

3x blankets	4 weight units each
1x flare gun	3 weight units
1x box of waterproof matches	1 weight unit
1x 6ft square tarpaulin	3 weight units
5x 5ltr water containers (full)	5 weight units each
3x matches	4 weight units each
1x 12ft rope	4 weight units
100x painkilling tablets	1 weight unit
1x gas camp stove (full)	2 weight units
1x book of 'Edible Plants of the Amazon'	2 weight units
1 revolver (full loaded)	4 weight units
1 magnifying glass	2 weight units
8x dried meal packs	2 weight units each
1 piece of hand luggage containing £10,000	5 weight units
4x short range walkie talkies	2 weight units each

You can take with you (and your four team members) 26 weight units. This will be all that you as a group will have to survive until you are found.

This piece of evidence incorporated numeracy. It is an introduction task to Year 8's new topic: 'Footprints.' This topic teaches the pupils all about survival which would soon lead to an oral assessment. For this task, the pupils had to imagine that their plane had crashed and that they had to decide on what tools and equipment that they should take. They could only take a certain amount of things with them, so they had to calculate the weight of each tool, to make it up to the 26 weights of unit. This was very successful as the pupils were very engaged in what they were doing, and were excited to ask questions and work as a team; debating on what would be the most useful tools to take, and how much to take. When it came to the end of the task, they were all enthusiastic about sharing their responses to the task. Numeracy was a key part of this task as they had to add and subtract the weight of the tools to take with them, and totalling the weight of the tools. If they changed their mind about anything, they would also have to alter the

total. Numeracy engaged the pupils in this task more as it was slightly different and new from their other English lessons, which made it more intriguing


26 Nov BISP
history



Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Sharlene	Class:	8GY
AoLE or Subject	English	Date:	26/11/2019
Lesson Focus:	To understand the context of the novel.		
Meaningful links to Curriculum	Language, Literacy and Communication – to learn more about a literature text and the characters involved. Humanities – the historical context of the novel.		
Meaningful links to: Cross Curricular Responsibilities	Literacy – to develop more of an understanding of the novel. Numeracy – to develop an understanding of certain dates within the novel. Digital Competency – there will be a PowerPoint on the board.		
Personal Targets (Linked to QTS and identified in weekly review)			
- Behaviour management. - Timing. - Use of voice.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: To show an increased understanding of the context of the novel.

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)
Pupil's will be able to show understanding by being able to answer the questions asked of them.	Pupil's will be asked discussion questions and will have a descriptive writing task to show understanding of Shmuel, and of how Jewish people would have felt at that time.

	Pupil's will have plenary questions to answer.
--	--

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions differentiation strategies,,)	Pupil Tasks (Pupils' role -including engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	- Pupil's will be asked to write down five things that they already know about World War II. - They will be able to discuss this in pairs. - There will be a class feedback. Teacher and pupil led. 5 minutes.	Pupil's will be able to work in pairs to discuss and write down things that they already know about World War II. After 5 minutes, there will be a class discussion on what we already know, to establish their understanding.	PowerPoint. Pupil's text books.
Teaching & Core Learning	- The teacher will explain some context a bit more, using the PowerPoint. - A different pupil will be asked to read out a paragraph each on each slide. - Pupil's will then have a descriptive writing task. - Pupil's will feedback their answers. Teacher and pupil led. 20 minutes.	The teacher will go through the PowerPoint, asking a different student to read out a paragraph each, to help establish more understanding and classroom engagement. The teacher will explain some points about the pictures and answer any questions that the pupil's may have. The teacher will then display a descriptive writing task on the board, asking students to describe Shmuel as a colour, a feeling, a place and an object.	PowerPoint. Pupil's text books.

3

		This will help their empathy and understanding towards Shmuel and the people who were discriminated against at that time. The teacher will give examples of some answers that they could have. There will then be a class feedback.	
Plenary	- Based on what they have learnt, pupil's will be asked why they think that Bruno called Auschwitz "Out-With". - There will be a bonus question, asking pupil's why they think that it is beneficial for the story to be told through a child's eyes. - There will then be a class discussion. Pupil led. 15 minutes. - Pupil's will be asked to complete some plenary questions, and then feedback their answers. Pupil led. 10 minutes.	Pupil's will be asked to discuss the two questions on the board, and then write down their answers. There will be a class discussion about it. This will help their understanding of the context of the novel and the effect that the innocent child has on it. Pupil's will then complete plenary questions on the board, e.g. "Today I have learnt that...". This will help the teacher understand how successful the lesson was. Pupil's will feedback their answers.	PowerPoint. Pupil's text books.

4

--	--	--	--

Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	I will focus on the class as a whole as this is quite a difficult subject and they are a mixed ability class so it may be hard for some pupils to understand. I will evaluate their learning by asking them questions to check for understanding and to allow them to participate in a class discussion on what they already know about World War II and why they think that John Boyne did certain things in the novel and what the effect of that was. They will also be asked to complete a descriptive writing task, displaying knowledge and understanding of the character Shmuel, relating to the history discussed as a class. This will show understanding and encourage them to use ambitious vocabulary. I will be looking for class engagement, confidence and participation. This will allow me to check for understanding, to build a relationship with the pupils and to see what they have learnt. Thus, I will also be able to self evaluate my pedagogy. The evidence I will gather will be hard to gain and see as it is a hard subject in a mixed ability class, so I may have to go through the instructions again with some pupils. However, they will effectively show me if anyone does not understand, etc.
Next Steps for Progress	My next step for progress is classroom management, timing and my use of voice. These are significant as it will help the learners understand the topic effectively and efficiently. By improving on these, I am also going to provide the best opportunity for learning as possible, as the class would be under control and everything would be clear for them. At the moment, classroom management and timing is a priority for me. This is because they sometimes effect each other; if the classroom is not listening then the timing would be effected. By improving on these, the learning and teaching will be a lot better.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I seem to be improving on my targets a lot. The classroom management and timing were much better in this lesson, and all of the tasks were able to be completed. The pupils found the topic and lesson interesting and were excited to be able to say what they knew about the war. They were also excited to participate in the classroom feedback about the descriptive writing task, key questions about the book and the plenary questions. It was very heartwarming to see their enthusiasm and engagement. Their engagement and participation and some aspects that show that I am improving on my targets, pedagogical principles and QTS standards. If I did not have my timing correct or class under control, they would possibly be off topic or misunderstanding what to do. I can justify the decisions that I have made in this lesson as it proves that I am improving as a teacher, that my teaching is becoming more effective and that I am choosing appropriate timings on the work.
Areas for my Development	There are still improvements to be made, however. For example, I need to consider explaining the instructions a bit more as some pupils did not understand the question, "Why do you think John Boyne refersto Auswitchz as "Out-With"?" as I did

Personal Targets for Progress	not make it clear that I wanted them to think about what "Out-With" could imply, relating to the context that was given at the start of the lesson. I also should have explained some terms that were on the whiteboard and possibly went through some of the photos on the board, to help their understanding and empathy towards the novel and the characters. This is an indicator that differentiation is something that I still need to work on. The higher ability students may have understood what was expected, but the lower ability pupils were not sure. Therefore, I should ensure that my instructions are given clearly and that, when needed, I have sentence starters or vocabulary choices on the whiteboard to challenge the students that bit more. This is definitely a priority right now as it will provide a good opportunity for all the pupils to have an appropriate challenge to their needs. There are many ways that I can improve this, so I must ensure that I research and ask the teachers and student-teachers for advice as well.
-------------------------------	--

This lesson incorporated humanities and numeracy. It is a lesson plan for a Year 8 class, focusing on the historical context of *The Boy in the Striped Pyjamas*. The aim of this lesson was to help the pupils empathise with the characters Bruno and Shmuel; to help them empathise with them more and to understand the significance, seriousness and fear within the novel, the pupils had to learn more about the historical context. This historical context lesson involved learning about religion, Hitler and World War II. The task, to describe Shmuel as a colour, feeling, and location – and the extension task of why they think John Boyne had Bruno pronounce 'Auschwitz' as 'Out-With' – helps them think about this newly developed knowledge and apply it to the novel more. It also helps the teacher see how well they understood it, especially in relation to the novel. This lesson was successful as it allowed the pupils to incorporate history, religion and numeracy (with the dates). The pupils were also excited to tell me what they already knew at the beginning of the lesson, volunteered to read out the slides and were happy to volunteer to answer questions. This, evidently, helped them understand the characters and novel more; it also helped them prepare for the next lesson where they were able to write their own ending to the novel.



26 Nov
lesson plan

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Sharlene	Class:	10P1
AoLE or Subject	English	Date:	26/11/2019
Lesson Focus:	To prepare to answer an essay question.		
Meaningful links to Curriculum	Language, Literacy and Communication – to answer an essay question, to analyse some extracts. Humanities – to think about the American Society at that time.		
Meaningful links to: Cross Curricular Responsibilities	Literacy – to analyse and think about a novel and gender. Digital Competency – there are timers on the PowerPoint and a YouTube video.		
Personal Targets (Linked to QTS and identified in weekly review)			
- Timing. - Behaviour management. To be able to manage a classroom. - Develop use of voice.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
To learn how strong women reflect some aspects of American society

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)
Pupils will show an understanding of gender at that time. Pupils will be able to show an understanding of society at that time.	The plenary cards and the pupils response to a question will show understanding.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions differentiation strategies,,)	Pupil Tasks (Pupils' role - including engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	- Pupils will write down the women they remember from the novel. - Feedback. Pupil led. 5 minutes. - Pupils will read out the points on the PowerPoint on two of the strong females in the novel. Pupil led. 5 minutes.	Pupils will discuss in pairs and write down the women that they remember from the novel. They will then feedback to the class. Some pupils will then be chosen to read out the bullet points on Scout and Calpurnia.	PowerPoint. Pupils text books.
Teaching & Core Learning	- Pupils will watch a YouTube video. https://www.youtube.com/watch?v=3xM8hvEE2dl Pupil led. 12 minutes. - Pupils will read the extracts and then analyse them. Pupil led. 15 minutes. - Pupils will answer a question on the board to help show understanding. Pupil lead. 10 minutes	Pupils will watch a YouTube video that goes over some points on gender and the American society at that time. It also touches on race and justice. Pupils will then read through the extracts and analyse them. There will then be a five minute feedback. Pupils will then demonstrate some understanding by answering how gender is represented in the novel.	PowerPoint. YouTube video. Extract resources. Pupil text books.

2

Plenary	- Pupils will answer the exit ticket. Pupil led. 5 minutes.	Pupils will be given an 'exit ticket' to answer, to get them thinking more about strong females.	Exit ticket resource. PowerPoint.
----------------	--	--	--------------------------------------

3

Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	I will focus on the pupils that are near the back of the class room. This is because the teacher has told me that they sometimes need extra praise and support, so I have decided to focus on them. It is also sometimes easy to focus on the pupils at the front of the class as you can see them better. I will also be checking the rest of the pupils' learning as well. I will evaluate their learning by observing their work and reading their work over their shoulder. This will help me to see how well they understand the questions given and the novel, <i>To Kill a Mockingbird</i>. It is very important that they do understand, because their exam is in January. I will also be asking the class for answers, however, it is best to use Class Charts with this class. But, while monitoring the room, I will be asking them questions. For example, I will be asking them what points they have so far and why they think certain things. I will be looking for team work, as they can help each other understand things and develop their thinking, understanding and points made, by discussing it with their peers. I will also be looking for written work; the more work written and analysis on the extract sheet, the more it will show understanding and engagement. This class is very good with analysing things and class work, so less written work will be a clear indicator of lack of understanding, or distraction by talking off topic. The evidence I would have gathered, by observation and class discussion will be an indicator of how effective my teaching practise is and how effective the learning is. It will be reliable as they are a top set class, and do work very hard in their lessons.
Next Steps for Progress	There are still some aspects that I will need to improve on. For this class, it would be to consider modelling examples of essays more and making my instructions clearer. This will help with their learning, understanding of the novel and it will also improve my pedagogical practise. By doing this, it will provide more opportunities for the learners and myself.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	The starter proved to be quite effective. They were to discuss what women they remember from the novel, to promote their thinking and to help them recall information. There are many women in the novel, so it can be quite hard to remember. They then read some points off of the board, which also helped engagement and some understanding. The class were very engaged throughout the lesson, discussing strong women, and how they are strong. This then made the plenary slightly more exciting for them as they were able to discuss who they thought was the strongest woman and why. There were mixed opinions which was very good.
Areas for my Development Personal Targets for Progress	I will need to remember to plan in case anything goes wrong; the whiteboard was not working very well, and so the pupils were unable to watch the YouTube video. This turned out to be okay as they had more time to work on their analysis of the extracts and time to answer a question on how women are represented. While this worked out for us, I need to remember that it won't always work out, and so I must plan just in case things go wrong.

	I must also make sentence starters or model an essay for them for future, so that it will help them in writing an essay, to help them see how to start it, include quotes and how to analyse it appropriately. I can improve on this by writing them myself and looking online for some learning resources. I can also use any resources that have been given to me previously by some lecturers and teachers. It is important for me to do this because it will not only improve my teaching, but it will improve their learning and their confidence for their exam.
--	---

5

This piece of evidence incorporates Digital Competency as part of the Cross-Curricular Responsibility. This video gave information about the context, gender and racial issues in the novel To Kill a Mockingbird. It was very useful for the pupils to see as it was a slightly different way to give the pupils the information that they needed to help them prepare for their exam. However, because of technical issues, the pupils were unable to watch this video and had to watch it for homework instead. While all of the pupils did this (as the link to the video was put on Class Charts for them to access), it allowed me to see that I should prepare for this type of fault and interruption for future lessons.



20 Nov
lesson plan



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Sharlene	Class:	7Y
Subject	English	Date:	20/11/2019

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Sharlene	Class:	7Y
AoLE or Subject	English	Date:	20/11/2019
Lesson Focus:	To study Anne Frank's Diary		
Meaningful links to Curriculum	Language, Literacy and Communication – to look at a historical text, learning the importance of diary entries. Pupil's will also be working in pairs/groups and communicating their ideas. Humanities – to study a historical text, person and event.		
Meaningful links to: Cross Curricular Responsibilities	Literacy – to write down their answers and to study an important piece of literature. Digital Competency – pupil's will be watching a YouTube video and there will be a PowerPoint on the board.		
Personal Targets (Linked to QTS and identified in weekly review)			
- To improve questioning. - To improve classroom management. - To improve timing.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - To explore the diary of Anne Frank. - To study Anne Frank's life.

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)
- Pupil's will have more knowledge about Anne Frank.	Pupil's will be able to answer the question successfully.

- Pupil's will have more of an understanding of autobiographies.	Pupil's will be able to write down two things that they have learnt on a post-it note.
--	--

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions differentiation strategies,,)	Pupil Tasks (Pupils' role -including engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	- Pupil's will write down five things that they already know about Anne Frank and/or World War II. Pupil led. 5 minutes. - Pupil's will then watch a YouTube video on Anne Frank and answer questions about it. https://www.youtube.com/watch?v=yLSvdEUA2wI Pupil led. 10 minutes.	Pupil's will work in pairs or groups, and write down five things that they already know about Anne Frank and World War II. There will then be some feedback on it. Pupil's will then watch a YouTube video and answer the questions on the board in pairs or groups. There will then be another classroom feedback on it.	YouTube video. PowerPoint. Pupils text books.
Teaching & Core Learning	- Pupil's will be given a handout with extracts from Anne Frank's diary. - They will read it out as a class. - Pupil's will then highlight things that they find interesting and answer the questions on the board. - There will be a classroom feedback. Pupil and teacher led. 10 minutes.	Pupil's will read out Anne Frank's diary as a class. The teacher will pick one pupil at a time. When the reading has finished, pupil's will highlight things that they find interesting in the extracts. They will also answer the two questions on the board.	PowerPoint. Anne Frank diary resources. Pupil's text books.

3

	- Pupil's will then write a response to the question on the board. - The teacher will ask some pupil's to read out their responses. Teacher and pupil led. 15 minutes.	There will be a classroom feedback. Pupil's will then be asked to write a response to the question on the board. Then, the teacher will ask some pupil's to read out their responses. The teacher will give comments.	
Plenary	- The pupil's will be given a post-it note each to write: two things that they have learnt, and one thing that they would like to know more about. - The teacher will go through some of the post-it notes, and, if possible, answer some of the questions. Teacher and pupil led. 10 minutes.	The pupil's will each have a post-it note, and will be asked to write two things that they have learnt and one thing that they would like to know more about. They will stick these on the board. The teacher will then go through and read the notes out, answering the questions, if possible.	PowerPoint. Post-it notes.

4

Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

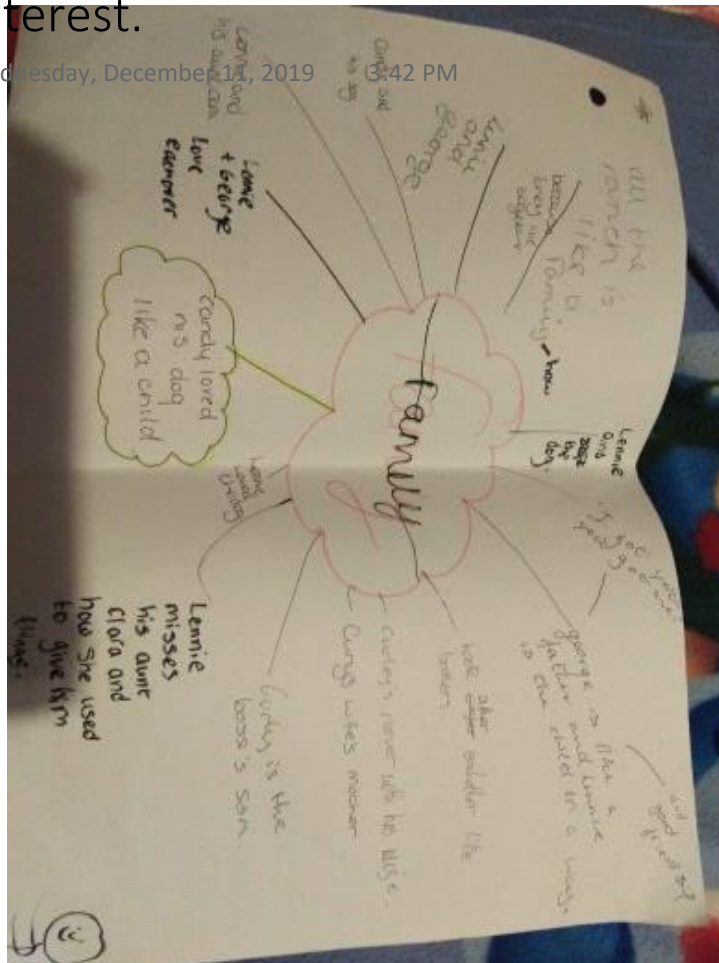
Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	I will focus on the whole class as it is still a new topic to them, and there are some difficult words included that they may not understand. I will evaluate their learning by observing the whole class, speaking with students and using the plenary as a way to show understanding. I will also ask them throughout the lesson how well they understand the tasks, etc. I will be looking for team work and engagement. This will be quite a difficult lesson for some pupils as it is a mixed ability class, and therefore their team work can help them understand by communicating ideas and questions with each other, and their engagement will show understanding. Effective communication, with peers and myself, will also help them. Their confidence will also show how well they understand the tasks. The evidence I would have gathered, mainly by observation, conversation and the post-it notes in the plenary would be reliable as it was communicate their understanding visually and verbally. However, the post-it notes may not be extremely reliable due to pupils knowing that it would be anonymous.
Next Steps for Progress	My next steps for progress would be to consider timing and differentiation. The higher ability students found some tasks quite easy, but some of the lower ability students struggled. Therefore I should monitor the room more and try to talk to more pupils. Timing and questioning will provide the best opportunity for these improvements. This is because, if the pupils have efficient time, then they will produce better work. And, if they are questioned, it will improve their understanding as they would think about their answers more. Differentiation would be the most important improvement though, because it would provide a suitable challenge for all pupils. Depending on how much research I do, this could be improved within a week or two.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	The starter proved to be very effective. The pupils were quite excited to talk about what they know about World War II, and what they learnt about it in their primary school. They were also excited about watching a short video on Anne Frank. The strategies that proved to be effective was my presence as I monitored the room well, even though it could have been better. I have made progress in some of my targets such as behaviour management. The class were very well behaved. I can justify some of the decisions that I have made in the lesson. The pupils' learning was very effective; they were engaged, knew a lot and listened to the video well. They also did their best in the tasks. The plenary also gave me an insight to what they have learnt, as well as what they want to know, which we will cover in tomorrow's lesson.
Areas for my Development	The lesson could have been even better if I had included differentiation. While the pupils were on task and engaged, the lower ability pupils found some aspects quite hard. This was not very fair on them, and so I will need to ensure that I keep this in

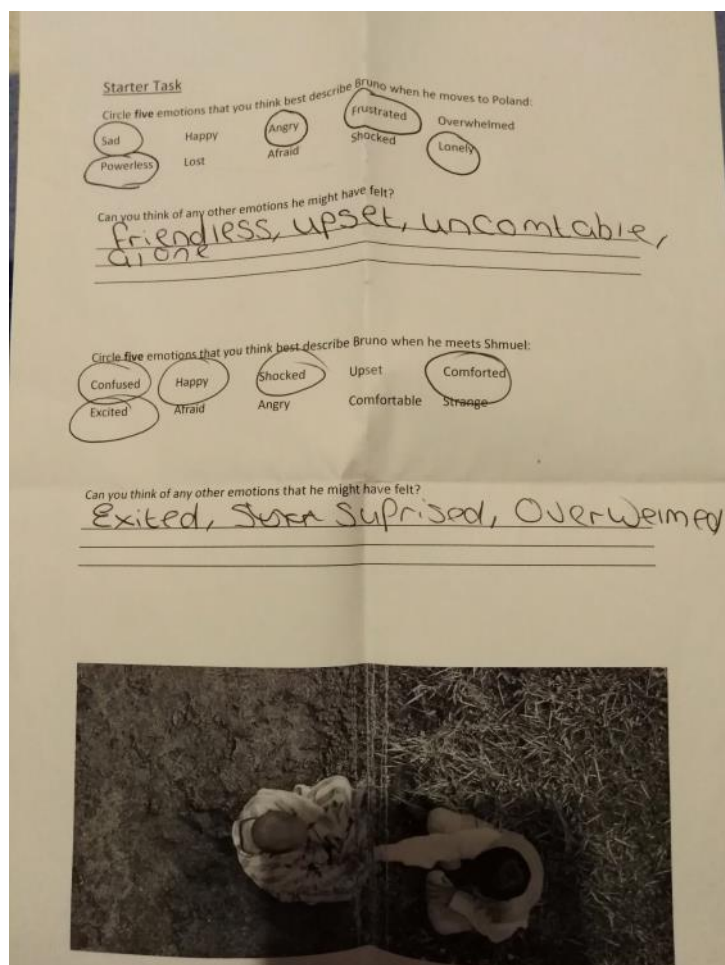
Personal Targets for Progress	mind in future lessons. The timing and questioning techniques also need to be improved, which will, in turn, improve the pupils learning. Out of these aspects, the differentiation is definitely a priority. This is because it will allow all of the pupils to have a challenge and the lesson will be more fair. My personal targets focus on teaching and learning as they provide more opportunities and will ensure that my teaching will prove to be more effective as well. They also reflect the outcomes of the evaluation and reflective learning, as the differentiation, timing and questioning are elements of the lesson that made it not be as successful as it could have been. I will address these by doing some reading, research and taking advice from other teachers and PGCE students. I am showing progress over time, but there are still some improvements to be made.
-------------------------------	---

The final piece of evidence shows an incorporation of Digital Competency, Humanities and numeracy. The pupils were able to watch a short YouTube video that gave a brief introduction to Anne Frank. It gave a lot of information about her and had animations to help pupils maintain engagement. This video was very useful for them to watch as it allowed them to quickly learn about Anne Frank without being too overwhelmed with so much information; this kept it brief and easy to understand. All of the pupils enjoyed watching the video and were excited as it was something different. They were also all enthusiastic about answering the questions about the video which shows that the learning was effective.

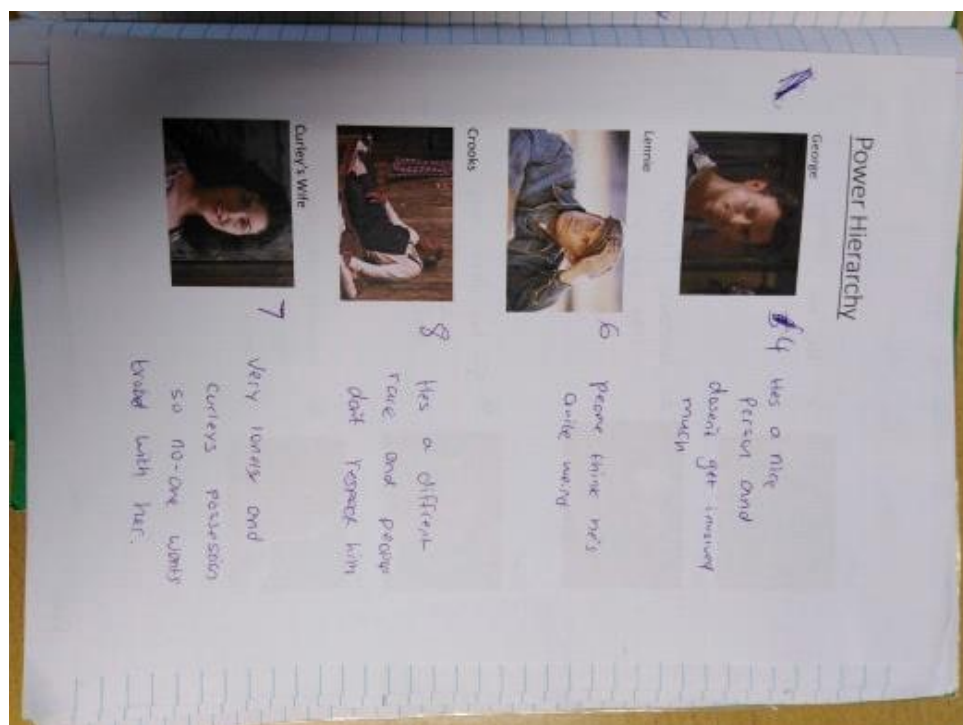
Wednesday, December 11, 2019 3:42 PM



Building on Previous Knowledge Page 22



This shows a starter activity that was done with a Year 8 class, whilst they were studying *The Boy in the Striped Pyjamas*. This activity allowed them to reflect on what they knew about the novel so far and to be able to empathise with the characters more. By empathising with the characters more, the pupils would be able to think more independently and possibly work with a partner, encouraging team work. There was a challenge for them to think of more emotions, once they had finished circling the other emotions, as an extension task. This allowed the pupils to use more ambitious vocabulary whilst also developing more of an understanding of Bruno and Shmuel more. The pupils were very engaged in the task as there were some words that they did not know, making them excited to learn new words. They were also excited to participate in a class discussion on the emotions that they chose, which, again, allowed them to learn cooperatively. While learning cooperatively, pupils can be provided with the support that they need to learn (Jacobs et al, 2002, p.118), which could have helped pupils understand the characters more, by hearing other people's answers. Not only will a task like this allow pupils to build on previous knowledge, by thinking about the characters in more depth, but it will also allow them to "develop skills in higher-order thinking" (Perrott, 1982, p.91). This was a very successful lesson, however, the drawback is that pupils could copy off of each other, and therefore not think about the answers by themselves. The best way to avoid this would be to request that the pupils work in silence and let them know that they must work by themselves, in order to achieve effective learning.



Another lesson that ensured that year 9 were building on their previous knowledge and engaging interest, was a 'power hierarchy' sheet. This allowed them to critically judge who was the most and least powerful. For this task, they were able to work in groups and they were encouraged to participate in a class discussion when their time was up. As they were giving feedback, they were asked to give reasons for their answers, which sometimes caused a constructive debate, which was pleasing as it shows that they were interested in the task and wanted to give their opinion. Spiegel wrote about how important class discussions were "as a means of engaging students in the higher-level thinking that constructs rich meaning and propels learning forward" (Spiegel, 2005, p.21). It is clear that this discussion and task enhanced their learning as they were able to share their viewpoints and it helped "promote new insights" (Spiegel, 2005, p.22). This, therefore, allowed them to build on their prior knowledge. Not only would they have built on it by themselves, or in pairs, but they would have built on it through the class discussion. By doing this, they are also following Donaldson's Four Purposes; ambitious, capable learners (Dauncey, 2015). By following the New Curriculum, the pupils would have the best opportunity for their education and would also benefit in their future as they are developing beneficial life skills.

Critical Reflection

Wednesday, December 11, 2019 3:43 PM

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

Introduction

The Professional Teaching Experience took place in a community school, mixed between the ages of 11 to 18. While this school is an English medium based environment, the use of the Welsh language is encouraged and praised (Estyn, 2016). All around the school there is a Welsh translation of some English words. The pupils are also required to answer the register in Welsh and write the date and 'class work' in Welsh. It is also significant and interesting to note that, "the school enables pupils from Welsh language primary schools to continue to study around half their subjects through the medium of Welsh" (Estyn, 2016). This is very interesting as not many schools give pupils this type of opportunity, which shows that the school truly cares about the Welsh language and culture, as they encourage their pupils to include it in their everyday lives. As a PGCE student, it was quite inspiring.

This was a very good school to enhance teaching in for the first Professional Teaching Experience. I was able to teach Year 7-10, and some starter activities with Year 12. During this assignment, three of the pedagogical principles will be explored; Employing Assessment for Learning principles, Regularly reinforcing Cross-Curricular Responsibilities and Building on Prior Knowledge and Engaging Interest. It is crucial to follow these pedagogical principles as it provides the best opportunities for the pupils' learning and it provides an opportunity for the teacher to check the pupils' continual learning.

Discussion of literature on effective teaching and learning (with a particular focus on the pedagogical principles under consideration)

In order to ensure that teaching and pupils' learning is effective, there must be research and assessments done to ensure that you are providing the best education possible for the pupils. As Peter Jarvis says, "assessment is vital to any teaching and learning. Students and teachers need to know that a required standard has been reached for particular awards" (Jarvis, 2002, p.191). Teachers must reflect and self-assess their teaching in order to see how effective it is. The pedagogical principles must also be followed, to ensure that the teacher is correctly following the pathway to check that the learning and understanding is also taking place. As part of QTS standards, it is significant for a teacher to do this; to measure pupils' learning, allowing them to build on and apply knowledge and to take advice from other colleagues to build on their own pedagogical skills.

It is important that teachers also make learning relevant for the pupils, for if the pupils feel as though the work that they are doing is not relevant, then they may not work as hard or concentrate on their work much. Focusing on Cross-Curricular Responsibilities, Barnes stated, that Cross-Curricular Responsibilities are there to "motivate, sustain, be meaningful and socially satisfying" (Barnes, 2015, p.264). This shows us that this pedagogical principle is there to make learning more relevant and meaningful; this can allow pupils to understand the topics more. Therefore, this means that learning could become more effective, and learners could become more enthusiastic, if more teachers began to involve subjects across the curriculum into the lessons. Barnes goes on to say that, "retained, transferable and useful learning is more likely to result from experience or exposure that has been genuinely entered into by the child" (Barnes, 2015, p.264). This supports the theory that if the pupil

knows the reason that they are studying a certain topic, and if it can relate to them, the learning would more likely be effective and they would likely be more interested in it. It is important for a child to see learning as valuable, as they can then be motivated and drive their actions in an acceptable, fulfilling manner (Argent et al, 1976, p.11). In particular, it is evident that I did this significantly in my second piece of evidence, where I taught a Year 8 class the historical context of *The Boy in the Striped Pyjamas*. This was crucial to their learning as they could then understand the characters in a lot more depth, as they would also know more about their emotional state, therefore seeing how vulnerable they are, and about other factors involved, such as Hitler. In turn, this would allow the pupils to understand Bruno's parents and his parents' arguments more. Carly Smith supports this in her dissertation as she says that pupils should be given background information in order to comprehend and apply knowledge (Smith, 2012, p.5). This is widely supported across the education community. However, as shown in my final piece of evidence for the Cross-Curricular Responsibilities, I allowed the pupils to retain information about their witch by having them draw a picture of it as part of their task. Barnes (2015) emphasises how important this was, and it also seemed to be an important part of the pupils' engagement. When they realised that they could make the witch look however they wanted to, they were much more excited about the task. This made their learning and the lesson much more successful. The task meant more to the pupils as it was more creative and engaging for them, therefore making them want to do well. This shows how important it is to establish and follow the Cross-Curricular Responsibilities; it evidently allows more engagement and opportunities for learning. Another good example of how to encourage Cross-Curricular Responsibilities, is to give the pupils a good opportunity through it; "in opportunistic learning, the child leads" (Barnes, 2015, p.273). I was able to let the pupils lead in my second piece of evidence, when the pupils were able to create their own witches, and in my first piece of evidence where I allowed the pupils to work in teams to decide on what tools they were to take. While this task was also teacher lead, it was mainly pupil lead as there was no right or wrong answer and they were able to be creative with their answers and thinking process. It was a very good opportunity to use their mathematical skills and to build on their prior knowledge of survival, health and to develop their team work skills.

Allowing the pupils to build on their prior knowledge is an extremely significant and effective way to challenge pupils and to establish and assess how effective their learning is. It is also one of the best ways to reflect on your teaching and pedagogy. Building on prior knowledge and engaging interest is one of the pedagogical standards and is very significant in the classroom context. The first piece of evidence shows a spider diagram, which allowed the pupils to reflect on their learning and to be challenged with what they already know. The pupils were aware of how important this was, which makes teaching more effective, as Spendlove says, "it is important to engage with all learners" (Spendlove, 2015, p.109). This emphasises how important group tasks like these are when building on prior knowledge and engaging interest, as they allow more opportunities for learning due to being able to discuss their answers and to support each other. Building on prior knowledge is an important part of learning, as Wenk says;

"we increase the likelihood that our students will be able to recall and use what we teach by helping them engage their prior knowledge and connect new information to their prior understanding" (Wenk, 2015).

This shows us that we should continuously recap, recall and build on what we have already learnt in order for learning and teaching to be effective. Wenk expands on this, by stating;

"New learning is constructed on prior knowledge. The more we understand about what students already think, and the more we help them engage their prior understandings, the more likely they are to learn well – and the less likely they are to

misinterpret the material” (Wenk, 2015).

My pieces of evidence shows that I accomplished this. The pupils had a task to recall information in the first piece of evidence, while working as a team; there was a task to use information to engage their understanding and empathy for the characters in the novel in the second piece of evidence, and there was a recall task and encouragement to apply and build on prior knowledge in the third piece of evidence.

According to Linda Barrett, an effective way of building on prior knowledge is to learn about feelings and to empathise with characters, thus to therefore build knowledge around feelings. (Barrett, 2019). Barrett writes;

“the background knowledge required to understand a book isn’t specific to a topic but related to characters’ emotional experiences. Students in classrooms that intentionally cultivate empathy will be better equipped to make sense of stories on a deeper level (Barrett 2019).

Knowing more about the characters and the context can make the pupils’ learning and understanding more effective. I followed this theory in my lessons, and it can be seen especially in evidence two and three. The pupils in the Year 8 class, as shown in my second piece of evidence, were able to recall information and empathise with the characters, and therefore, were able to understand the novel more as they could understand the characters more. On the other hand, the Year 9 class, as shown in the third piece of evidence, were able to build on their knowledge through emotions as they were able to recall information and discuss how powerful each character is. The pupils were then able to debate the power hierarchy and expand on their answers by discussing how they think the characters felt with their position. These lessons were very effective as they were able to subconsciously evaluate their knowledge, and work as a team, as well as being able to recall their own information and build on their knowledge through the characters’ feelings. Another technique that Barrett suggests is to have pupils teach each other (Barrett, 2019). This is a very interesting technique as they would be able to communicate with their peers – which would build on their team work skills – and they would be able to ask each other questions, and explain answers, in a way that does not pressurize them. While I did not explicitly do this, it was also done anyway as shown in the third piece of evidence, as they were able to have a class debate and discussion, which proved to be extremely effective. In future, I plan on having pupils teach each other slightly more as not only is it a good way to build on prior knowledge, but it is also an effective way to assess the pupils’ learning and understanding.

Assessment for Learning (AFL), also known as formative assessment, is strongly encouraged in schools as it provides the best opportunity for learning and engaging with tasks, being able to assess and build on prior knowledge and understanding. The Assessment for Learning website defines AFL as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where they are and where they need to go and how” (Education Services Australia). This teaching method is very effective, as not only does it allow pupils to reflect on their own learning, but it also allows the teacher to reflect on how well their pedagogy and teaching methods are. During the Professional Teaching Experience One, it was strongly encouraged to use this, which emphasises its importance and effectiveness in a school environment. AFL also encourages a growth mindset, as Spendlove writes about Carol Dweck’s ‘Growth Mindset’ Theory, claiming that “those with a growth mindset will see it as an opportunity to improve” (Spendlove, 2015, p.112). This shows how important it is to a pupils’ mindset, confidence and motivation. Dylan William also encourages and praises AFL, as he wrote that it has a “much greater benefit” (William, 2009, p.7) and that it is unique, as;

“the first priority in its design and practise is to serve the purpose of promoting pupils’ learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence” (William, 2009, p.8).

Many critics and theorists support AFL due to how unique and effective it is; they are all in agreement. I used AFL mainly with my plenary activities, as shown in the three pieces of evidence. This allowed me to see how well the pupils understood everything. I did this in slightly different ways; by using 'Exit Tickets' but different questions that could challenge them, and also by asking them to write a sentence about what they had learnt during the lesson and what else they wanted to know. This gave them the opportunity to take charge of their own learning by requesting specifically what to learn, and to also be able to say if they did not understand something. By doing this, I also related their learning to Donaldson's Report as the pupils took responsibility for their own learning, will become more involved, and would, therefore, have the opportunity to voice their opinion (Evans, 2015). This can also create more engagement and motivation as learners are more likely to be motivated when they value what they learn (Spendlove, 2015, p.86), which they evidently would if they help decide what to learn about. However, a problem with the plenary question and exit ticket is that some pupils could pretend to know the answer (Spendlove, 2015, p.58), they could copy off of their friend, or they could rewrite something that was mentioned earlier in the lesson that they did not really understand and/or knew already. Therefore, in order for AFL to be effective, the teacher must use more questions to challenge a pupil. Spendlove claims that "talk and questioning is based around extended discussions and deeper thinking" (Spendlove, 2015, p.12) and that you should always ask random pupils a question so that all of the pupils think about an answer and are prepared (Spendlove, 2015, p.58). This is significant as the pupils must be challenged on their answers so that the teacher can be sure that they all understand what is being taught, in order to move on to the next topic. Wragg and Brown also agree that questioning is essential to find out what the pupils already know (Wragg and Brown, 1993, p.7). Boyle and Charles also agree with AFL and good use of questioning, as they go on to say that "teachers cannot know what and how well concepts are understood without some process to establish pupil understanding" (Boyle and Charles, 2014, p.7). This is why, when asking some pupils to read out what they had written, it was important for me to ask them why, or to back up their point with a quote, or to simply ask them to expand on their answer. This allowed me to challenge them, which can also help them achieve a Growth Mindset (Carol Dweck, 1999, p.127). While I should improve on my questioning techniques when asking for the pupils to read out their answers, I know how I can improve it next time as I have done a lot of research and now know how to achieve this. Extension questions provide more of an AFL opportunity as it encourages deeper thinking and will also improve the pupils' confidence. Questioning is an important part of AFL; it will provide the best opportunity for all of the pupils' learning and will also, in turn, improve my teaching.

Conclusions about progress on implementations (making reference to illustrative examples and reading)

During my placement, I was able to study and follow many theories and methods. One of the theories that I was able to follow is Vygotsky's Social Development Theory. This theory "stresses the fundamental role of social interaction in the development of cognition" (McLeod, 2014) as Vygotsky believed that community has a central role in the process of 'making meaning' (McLeod, 2014). Vygotsky was very passionate about social learning. I also agree that social learning is very important, as it can help develop other skills, and the pupils can also help each other through team work. This social aspect of learning can be done through the More Knowledgeable Other (MKO), which I did through the mixed ability classes (Year 7 and 8), and the Year 9 class, where every group contributed to a spider diagram of different themes in *Of Mice and Men*. Vygotsky also says that it can be done through the Zone of Proximal Development; "the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement from a skilled partner" (McLeod, 2014). Both of these theories are similar, however, I mostly focused on the More Knowledgeable Other aspect. In order to achieve better

results, I will have to focus more on the Zone of Proximal Development.

Another learning method and theory that I followed was Cognitivism. As Gregory McLeod says, "Cognitivists believe learners develop learning through receiving, storing and retrieving information" (McLeod, 2003, p.4-5). This implies that learners must be able to recall information and build on the information that they have in order to develop their understanding of it. By doing this, the learning will be much more effective. I followed this method and theory by allowing the pupils to recall information during starter tasks, and I built on what they already knew throughout different lessons. However, this can particularly be seen within the pieces of evidence through my 'Build on Previous Knowledge and Increasing Engagement' section. This is because, I provided tasks where the pupils had to recall a lot of information and they also developed their knowledge through working as a team; this relates to Vygotsky's theory and the Cross-Curricular Responsibilities.

As seen in the Assessment for Learning section, where I have provided an evidence for plenary activities, I followed an Experiential Learning method. This allowed the pupils to reflect on their own learning, and in turn, allowed them to become motivated to improve or to keep up their good work. During the plenaries, I asked them "what have you learnt today?" or a specific question relating to the task, "who is the strongest female in To Kill a Mockingbird? Why?" This allowed me to see how well they understood the topic and for the pupil to be able to recall information, take responsibility for their own learning (Evans, 2015). As Reis says, Experiential Learning provides opportunity for reflection, and "the more often a learner reflects on a task, the more often they have the opportunity to modify and refine their efforts" (Reis, 2014). This emphasises how important reflection is, which is why I always provide the pupils with this opportunity during the plenary.

Recommendations for further development

It is of the utmost importance for teachers to reflect on their pedagogy and to evaluate their lessons, in order to see how they can improve their lessons and give the pupils the best education that they can offer. Upon my reflection, I have found ways that I can improve and become a better teacher. One of these ways is to follow a more Behaviourist approach; I can do this by using the positive and negative behaviour points that my placement school has enforced. This is also quite a restorative approach, as the pupils are also being made more aware that school is a positive, safe place. It is imperative that I do this as the pupils will be more likely to be engaged in their work and have better behaviour, as they know that they will be rewarded.

Another way that I can improve is to involve Piaget's theory of Cognitive Development more. Piaget believed that there were three types of knowledge; physical, logical and social (Wadsworth, 1989, p.21). This can make learning more fun for the pupils by having more varieties of activities to help them learn, and it will also help my pedagogy. The pupils may become more engaged with different and more creative activities, and, therefore, learning may be more effective. There are many ways for teachers to reflect and improve their own pedagogical skills and standards, and through time, advice and research, I will be able to improve mine more.

References

Wednesday, December 11, 2019 4:07 PM

Books:

Argent, Richard et al. *Motivation and Learning*. 1976. The Open University. Educational Studies: A Second Level Course, Personality and Learning Block 3. Great Britain. Print.

Barnes, Jonathon. *An Introduction to Cross-Curricular Learning*. 2015. Sage Publications, Ltd. London, California. PDF. [file:///E:/UWTSD/Assignment%202/AnIntroductiontoCCLearningdraft%20\(1\).pdf](file:///E:/UWTSD/Assignment%202/AnIntroductiontoCCLearningdraft%20(1).pdf)

Boyle, Bill and Marie Charles. *Formative Assessment for Teaching and Learning*. 2014. British Library Cataloguing. SAGE Publications. London, California, New Dehli, Singapore. Print.

Jacobs, George M. et al. *The Teacher's Sourcebook for Cooperative Learning*. 2002. The Corwin Press Inc. California, UK, India. Print.

Jarvis, Peter. *The Theory and Practise of Teaching*. 2002. Routledge. USA and Canada. 2006. Print.

Reid, et al. *Mixed Ability Teaching Problems and Possibility*. 1981. The NFER-Nelson Publishing Company Ltd. Atlantic Highlands, New Jersey. 1982. Print.

Smith, Carly. *The Importance of Background Information When Reading Informational Text in the Primary Classroom*. Fisher Digital Publications. St John Fisher College. Education Masters.Paper 220. N/A. 2012. PDF. <https://pdfs.semanticscholar.org/2d68/3149521d013275b3a686042110e8a558bdf4.pdf>

Spendlove, David. *100 Ideas for Secondary School Teachers: Assessment for Learning*. 2015. Bloomsbury Education. New York. Print.

Sutton, Clive. *Communicating in the Classroom*. 1981. Hodder and Stoughton Education. British Library Cataloguing. Great Britain. Print.

Perrott, Elizabeth. *Effective Teaching: A Practical Guide to Improving Your Teaching*. 1982. Longman Group UK Limited. England, New York. 1991. Print.

McLeod, Gregory. *Learning Theory and Instructional Design*. N/A. 2003. PDF. <https://pdfs.semanticscholar.org/0f20/69063f35553917aca882cddfb6cd6e361c3f.pdf>. Accessed 4th January 2020.

Wadsworth, Barry J. *Piaget's Theory of Cognitive Development and Affective Development*. Longman Publications. New York, London. 1989. Print.

Wragg, E. C. and Brown, G. *Questioning in the Secondary School*. 1993. Routledge. USA and Canada. 2001. Print.

Websites:

Barrett, Linda. We Are Teachers. *21 Ways to Build Background Knowledge – and Make Reading Skills Soar*. 2019. <https://www.weareteachers.com/build-background-knowledge/>. Accessed 2nd January 2019.

Education Services Australia. *Assessment for Learning*. N/A. https://www.assessmentforlearning.edu.au/professional_learning/intro_to_afl/introduction_key_questions.html. Accessed 17th December, 2019.

Estyn Report. [REDACTED] School. Estyn. 2016. <file:///E:/UWTSD/Assignment%201/Treorchy%20Comprehensive%20School.pdf>. Accessed 11th December, 2019.

Evans, Gareth. The Wales Online.com. *The Donaldson Report: An at-a-glance-guide*. 2015.

<https://www.walesonline.co.uk/news/wales-news/the-donaldson-report-an-at-a-glance-guide-8713671>. Accessed 21st December, 2019.

Dauncy, Michael. In Brief, Senedd Research, National Assembly for Wales. *Donaldson Review: The 'purposes' and content of a Curriculum for Wales*. 2015.

<https://seneddresearch.blog/2015/03/17/donaldson-review-the-purposes-and-content-of-a-curriculum-for-wales/>. Accessed 21st December, 2019.

McLeod, S. A. Simply Psychology. Lev Vygotsky. 2014.

www.simplypsychology.org/vygotsky.html. Accessed 4th January 2020.

Reis, Rick. Teaching and Learning Theories. *Tomorrow's Teaching and Learning*. 2014. <https://tomprof.stanford.edu/posting/1505>. Accessed 4th January 2020.

Wenk, Laura. Hampshire College: The Center for Teaching and Learning. *The Importance of Engaging Prior Knowledge*. 2017.

<https://sites.hampshire.edu/ctl/2017/09/14/the-importance-of-engaging-prior-knowledge/>. Accessed 2nd January, 2020.