

Overview

Tuesday, December 3, 2019 5:29 PM

Assignment Title: A portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principals

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Pathway: Secondary PGCE

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1903512_student_uwtsd_ac_uk/EkKh1hRymf5luUBiMJAwB-kBE8ddFlwiK72Aw808g38q9Q?e=SrOlsf

Good teaching and learning means employing assessment for learning principles.

Tuesday, December 3, 2019 5:30 PM

Games

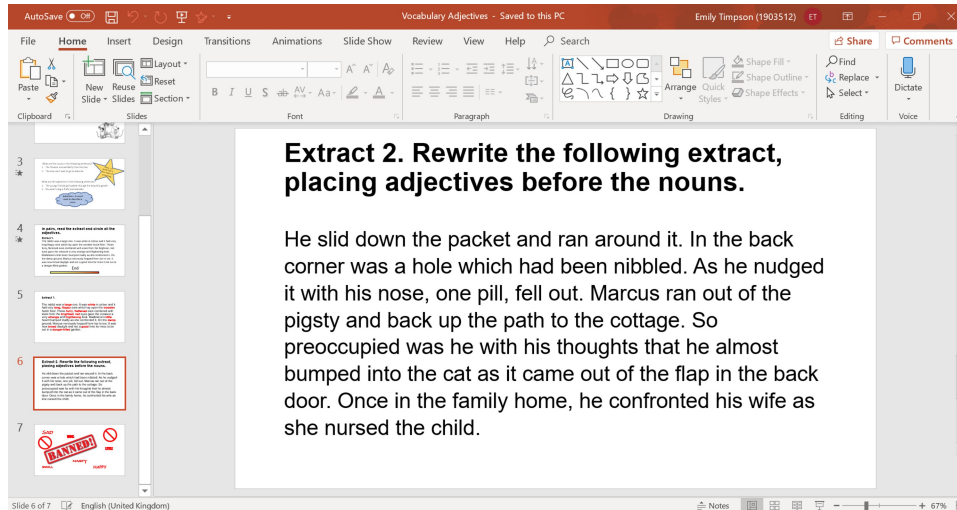


Figure 1: This shows the extract that students were tasked with inserting adjectives before each noun.

This lesson was taught to a class of 19, lower skill, year 7's. The lesson focus was to develop vocabulary, focusing predominantly on adjectives and nouns. The students were asked to copy the text, shown here, from the board, into their books and place an adjective before each noun.

Although the first sentence was modelled to the class to secure understanding, the students mistakenly included adverbs as well as adjectives (image B). I noticed this when circulating the room and called for the classes attention to discuss nouns, verbs, adjectives and adverbs to dismiss confusion.

For the next lesson I planned a game to assess the student's understanding of nouns, verbs, adjectives and adverbs. Due to the skill level and general engagement of the class I made the game into a competition which helped maintain student participation. The game was based on the TV game show 'Wipeout' which made the lesson more fun to the students as many of them were familiar with the game show.

This lesson proved to be successful as the students were able to successfully identify the nouns, verbs, adjectives and adverbs when returning to the extract used in the previous lesson. However, if I were to teach the lesson again, I would edit the extract to remove verbs in order to minimise the possibility of confusion.

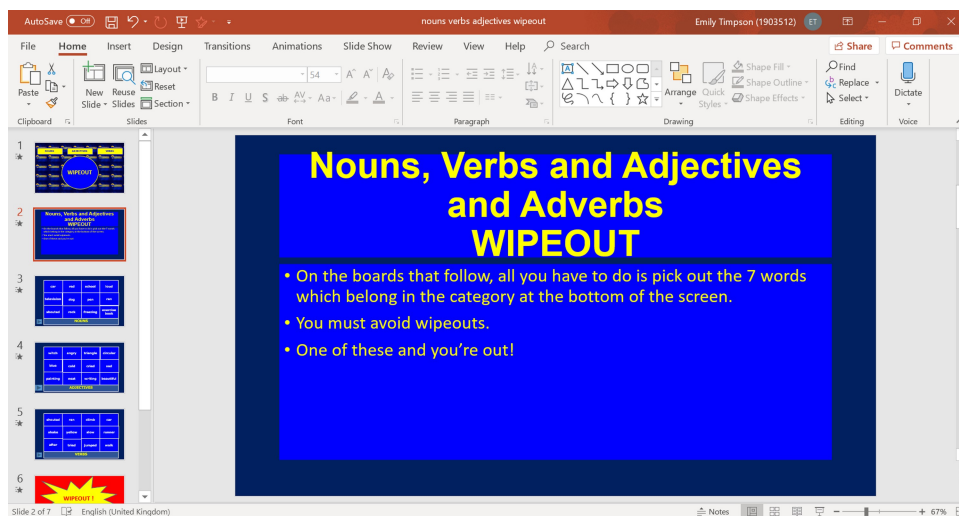


Figure 1.2: Here is a screenshot of the 'Wipeout' game used to assess learning. As shown by the side panel there were a number of slides dedicated to each word category to ensure students were assessed on knowledge of each.

Questioning/Colour Cards

time		resources
Opening phase (with links to prior learning)	Ask class to define 'adjective', if they are able to then ask for an example and why they think it is effective in writing. Repeat this for simile and metaphor.	Powerpoint
	Slide on power point provides definition and example of each of these techniques but do not show until class has been asked/answered.	
	Handout 3 coloured cards per student (orange, green and blue). Each colour represents either simile, metaphor or adjective. Show extracts from 'Cirque Du Freak' that include the techniques and ask students to hold the coloured card up that represents the technique.	Coloured cards

Figure 1.3: This is a screenshot of the lesson plan for the descriptive writing lesson where the use of the coloured cards is explained.

The year 9 class I teach includes 12 students who are based in the specialist teaching facility (STF) due to various additional learning needs (ALN) and/or behavioural issues. Due to this I try to make each lesson different, including multi-sensory tasks where possible. For this lesson the students were focusing on descriptive writing in preparation for a written assessment.

Although I found this this technique useful for the lesson planned, I don't think I would use this very often as it holds the risk of students holding up the same colour as each other without actually understanding why.

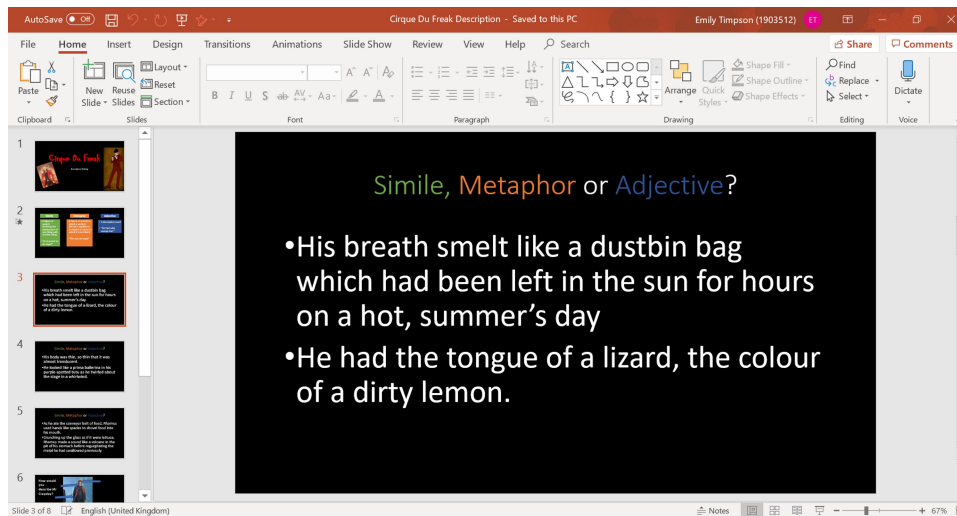


Figure 1.4: This is a screenshot from the PowerPoint presentation used with the class. The literary techniques were highlighted in separate colours to help students remember which colour related to which technique.

The students were given three pieces of coloured card – green, orange and blue. Each colour represented a literary technique. On the PowerPoint I showed different extracts from a book they are currently studying. The students had to raise the colour card that represents the technique they thought was being used. This meant that from the front of the class I was able to visually assess the students' knowledge of these particular literary techniques to know whether as a class we were able to move on to the next step.

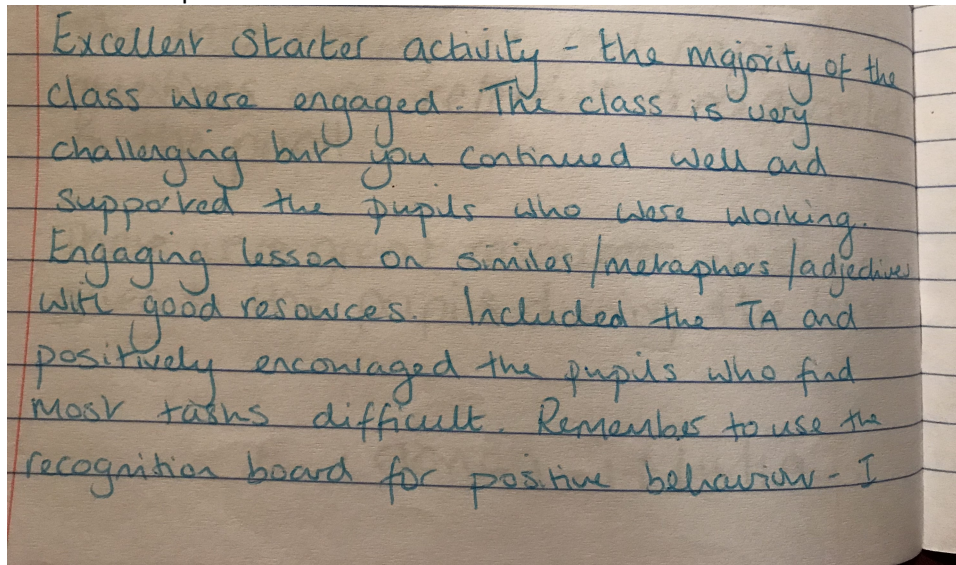


Figure 1.5: This is a photo of the Teacher's comments left in my journal.

Although I found this this assessment technique useful for the lesson planned, I don't think I would use this very often as it holds the risk of students holding up the same colour as each other without actually understanding why. It is due to this reason that questioning was used as an additional assessment tool to confirm learning had taken place.

Self-Assessment

Skills	
Speaking and Listening	
Level 7	I can vary vocabulary, expression and delivery using different strategies to engage the listeners' interest. I can exhibit confidence and fluency in talk in a range of contexts. I can use standard English vocabulary and grammar effectively in a range of situations. I can demonstrate a sensitive awareness of listeners, adopting vocabulary and expression to their needs and to the context.
Level 6	I can talk confidently and listen discriminately in a range of contexts. I can make a formal presentation in standard English using appropriate rhetorical devices. I can choose and change the mood, tone and pace of delivery for particular effect.
Level 5	I can talk in a way that engages the attention and interest of listeners through variation (changing) of vocabulary and expression. I can use standard English to explain, explore or justify an idea in formal situations.
Level 4	I can speak clearly and audibly to a group, in a range of contexts, varying (changing) the formality of language in speech to suit different circumstances and engage the interest of the listeners. I can use some of the features of standard English vocabulary and grammar appropriately. ✓
Level 3	I can speak to a group, sometimes varying (changing) the formality of language. At times, I can use some of the features of standard English vocabulary and grammar (straightforward and appropriate language).

Today I spoke about...

I would assess my progress at level:

What I did well...

What I need to improve...

Teacher comment...

Figure 1.6: This is a photo taken of the self-assessment worksheet provided to each student. I took the photo before the student had completed the worksheet in order ensure no personal details were exposed.

A speaking and listening assessment took place in one of my year 7 classes. The class is made up of 28 mixed ability students. The students were asked to think of one to three items that represent something important to them that they would place in a 'memory box'.

I handed out these assessment sheets to each student before they delivered their presentation. The students were told at the start of the lesson they would need to self - assess their speaking and listening skills. The assessment sheet provides a success criteria for each level, students were required to decide which level they believe they are currently meeting and are they either low, middle or high. The section at the bottom allows students to identify their strengths and areas for improvement. I thought it would be beneficial to allow students the opportunity to self-assess as this develops evaluation skills.

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

Tuesday, December 3, 2019 5:30 PM

Literacy

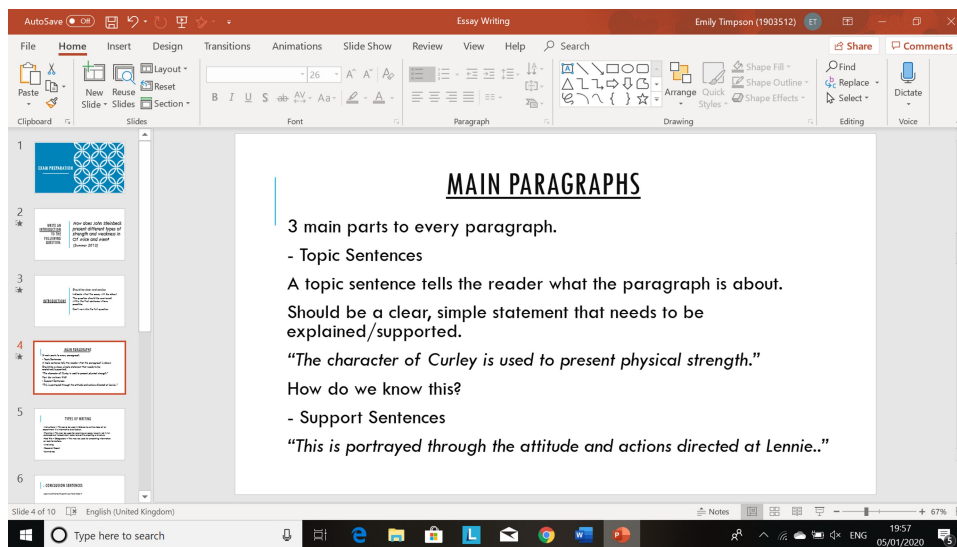


Figure 2: This is a screenshot taken of the lesson delivered to Year 10s showing students how to structure a paragraph.

I taught a year 10 class made up of 35 highly skilled students where the lesson focus was exam preparation for their upcoming GCSE exam. After marking the students essays written about 'Of Mice and Men' I noticed that not all of the students were writing in an appropriate style. I planned a lesson to focus on improving writing and ensured to stress that this is important not only for English, but also across all subjects. As a class we discussed how to effectively structure a paragraph and used an answer to an exam question as an example.

I thought it was important for students to realise that literacy is not only important in English, but that it feeds throughout all other subjects. The students identified different types of writing such as a report, summarising etc. and went on to discuss which school subject they thought it would be appropriate to and why. The lesson was extremely beneficial to the students as they were able to not only improve their writing for analysing in English, but also differentiate the style suited for other subjects.

Numeracy

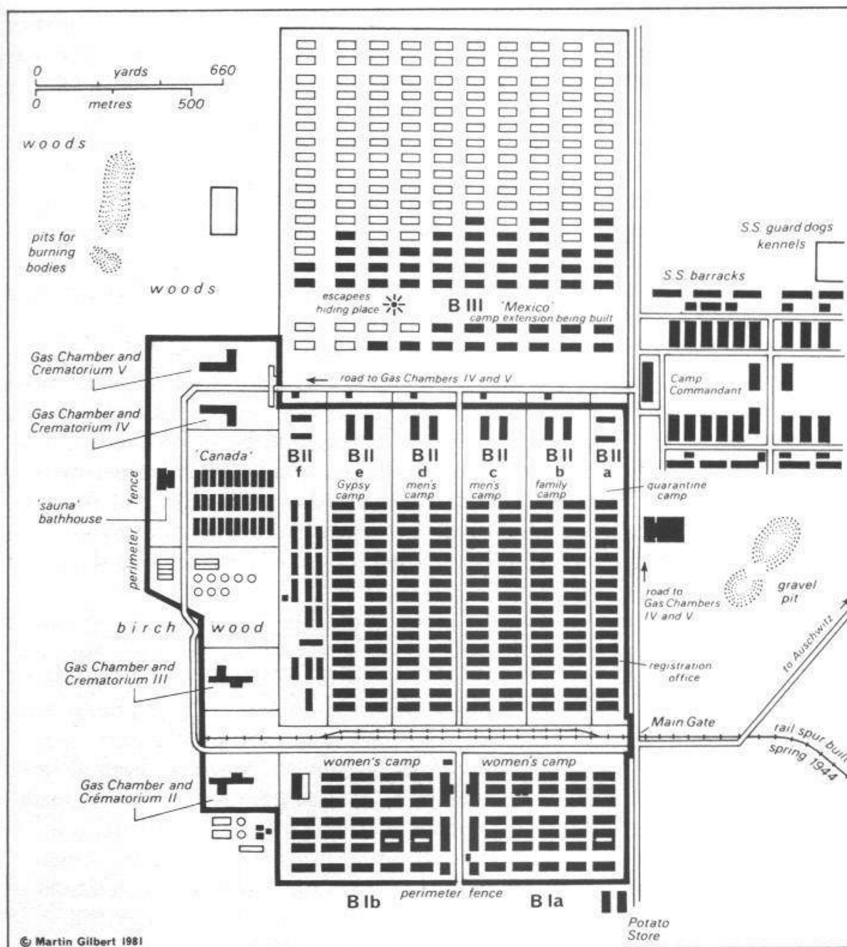


Figure 2.1: An aerial view map of Auschwitz used within the context lesson for year 8.

I teach a year 8 class that is made up of 28 high skilled students who are currently studying 'The Boy in Stripped Pyjamas' as the topic of the term is Children of War. Due to the sensitive nature of the topic I thought it would be important for students to gain an understanding of the historic period of the novel and also that it is not completely accurate.

- 1) We can tell that the camp was designed to hold a large number of people because there are a lot of barracks where they would keep people.
- 2) In the map of Auschwitz we can tell people aren't allowed to leave the camp because there are guard dogs labeled on it and the outside of the camp has a perimeter fence.
- 3) From looking at the map I think that the command camp is 330 yards ~~in~~ in width.
- 4) From the map I think that it was used to kill people because there are a lot of gas chambers in the camp.
- 5) In the map there is a label for a pit to burn bodies of people that had been killed.

Figure 2.2: This is a photo taken of a pupil's work where numeracy has been implemented within other questions.

The students were set the task of studying the map to answer five questions. These questions incorporated numeracy skills such as drawing information from a map and estimating measurements. The students worked well to complete the task and successfully answered all the questions provided.

Digital Competence

A year 11 class made up of 15 middle skilled students were due to complete the oracy section of their GCSE exam. The students were required to decide upon a topic, research it and create a five minute speech to deliver individually in front of senior members of staff. In order to support the students deciding on a topic I arranged for the class to use a computer room where they were able to gain internet access for inspiration of a topic to choose. Once the topic had been decided on, the planning stage took part. Some students decided to bullet point facts to later incorporate into their speech, others created a mood board which was made up of photos, facts and statistics.

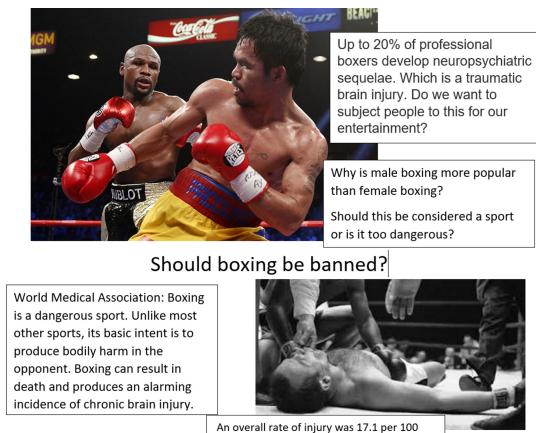


Figure 2.3: Above is an example of a student's plan for the speech. This student chose to incorporate pictures and prompt questions to support further research.

Ban Single Use Plastic

- In 2019 the UK Government announced a plan to ban single use plastic in the UK in a bid to reduce ocean pollution
- Plastic straws, drink stirrers and plastic cotton buds will be banned in England
- Plastic drink stirrers will be completely banned from sale
- Currently 316 million used a year
- Bars will be legally obliged to not hand out plastic straws without being requested and cannot place these on display
- What could this mean for bars?
- Many sea animals are impacted by the pollution of plastic in the oceans

Figure 2.4: This is an example of another student's planning who decided to take a different approach. The student did not want to incorporate picture for support but instead researched facts which were later expanded upon.

The students were made aware that there was no 'right' way in planning and were encouraged to be as creative as required to help support learning. The class was not limited to using the internet to support their speech but many chose to research online due to the vast majority of information available. I notice that there were various ways in which the students decided to plan their speeches, ranging from the examples shown above, to saving links to videos where their chosen topic had been debated. As I did not cap the students creativity they were able to research and plan in a form that is best suited for them. Through observation and monitoring of the plans and speeches it was clear that the students took full advantage of this and produced high quality pieces of work.

Good teaching and learning means employing a blend of approaches including direct teaching.

Tuesday, December 3, 2019 5:30 PM

Direct Teaching

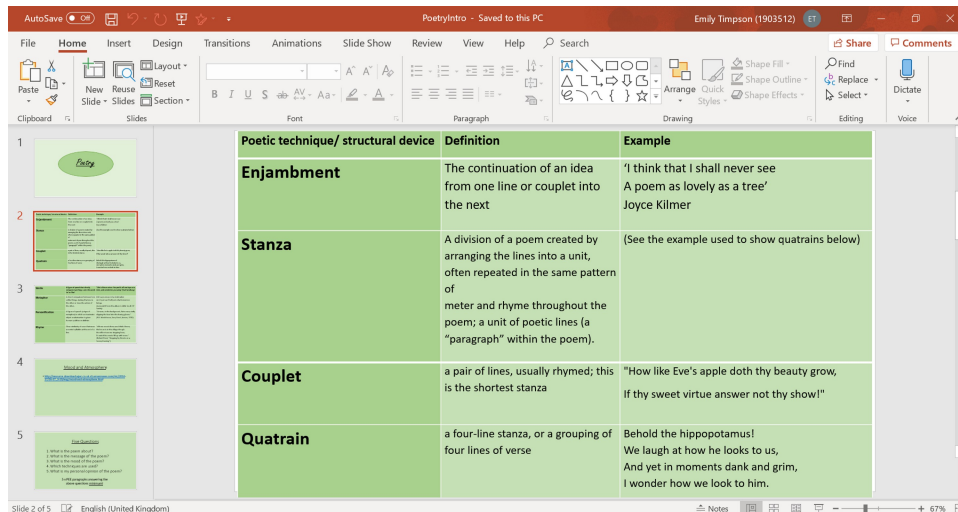


Figure 3: This is a screenshot of the PowerPoint used in the year 10 class. As visible from the side panel, there were two slides of techniques the students needed to learn in preparation for the exam.

I teach a class of higher ability year 10's that is made up of 35 mixed gender pupils. My role over the past weeks has been to prepare the students for their GCSE exam in January. The students have been studying 'Of Mice and Men' and Poetry, both topics I have taught to the class. The first few weeks of placement I focused on teaching the students 'Of Mice and Men' where I taught themes, characters and overall plot of the novel. I then moved on to teach Poetry and the main class teacher continued to teach 'Of Mice and Men' in the lessons I was not due to teach. I found that teaching the two topics required similar teaching approaches.

When I started placement the class had already been studying 'Of Mice and Men' for a few weeks so I was not present for the introduction to the novel. However, I found that when introducing students to the topic of poetry, there was a whole half a lesson spent teaching poetic techniques. The students needed to firstly know the names of different techniques that may be present, their definitions and what effect they have on the reader. The most appropriate way to ensure the students had the terminology for their revision was to instruct students to write down each term, definition and effect.

Peer Assisted Teaching

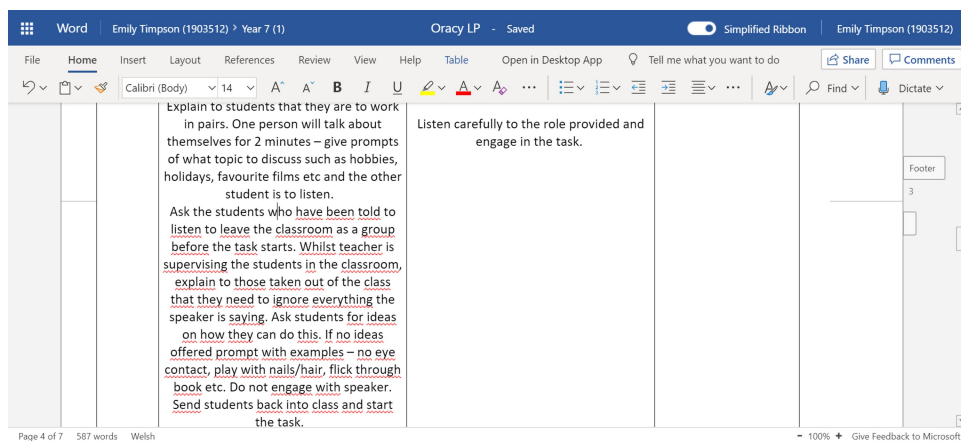


Figure 3.1: This is a screenshot of the lesson plan used to prepare the students for the speaking and listening assessment. I decided to split the lessons into two where listening was the main focus for one and speaking for the other. This lesson focuses on the listening aspect.

One of my year 7 classes had an upcoming speaking and listening assessment. The class is made up of 28 higher skill set students who had not previously had any lessons based on speaking and listening skills. The class are usually very engaged in lessons and are always welcoming to different styles of lessons as they can become quite distracted if direct teaching is overused. I had only taught this class for several weeks before being given the responsibility to prepare for the assessment so I had the opportunity to get to know each student beforehand which meant I had a fair understanding of each student's behaviour.

I removed half of the students from the class and left the remaining students to think of what they would like to discuss with their partners when they return. The peers I removed were given the challenging role of not engaging in conversation with their partners. I asked the students what they thought they could do to display their disinterest and students independently identified actions such as making no eye contact, fidgeting, sighing etc.

The students all previously had been allocated a seating plan so I arranged pairs by the students simply working with the person next to them. The seating plan was strategically arranged for more 'chatty' students to be placed next to students who are less likely to engage in distractions from work. I chose the student from each pair that is less likely to be disengaged from lessons because I felt they would benefit from the task of acting distracted, it would make them realise that they already possess the skills of a good listener. The students who were assigned the role of the speaker were given this role because they were put in the position where they were not given any interaction, which in turn helped identify what good listening looks like.

Co-operative Teaching

Drama LP			
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)
1 hour			
Opening phase (with links to prior learning)	Order Game: Students will be split into two groups. The groups will be racing against each other, the first to complete the task and sit down in a line win. Each group will be tasked to get themselves in order (alphabetical order or chronological order) based on their: first names, birth months and birth days.	Listen carefully to task and work alongside their team to win.	
Teaching & Core Learning	Allow students to put themselves into groups of 5 and provide each group the same scenario. Allow 5 minutes for the groups to think of a freeze frame displaying the scenario before they are to demonstrate it in front of the class. Students will be asked to explain what is happening in the freeze frame.	Students are to actively participate in group activity.	

Figure 3.2: This is the lesson plan created in preparation for the drama class focusing on Christmas scenarios.

The drama class I teach has 25 mixed ability students that are currently focusing on authentic events that occur rather than a play. For this particular lesson we discussed different scenarios that may occur over the Christmas period. As I understand that drama is not a subject everyone feels comfortable partaking in, I try to make the lessons as fun as possible and allow students to work with their friends.

The students were asked to separate themselves into groups of 5 and create a freeze-frame of the scenario given. I felt that by allowing the students to allocate themselves into groups they would feel more comfortable and therefore engage better with the set task.

Emily, a well thought out lesson. It was clear all students enjoyed and were engaged throughout. When allowing students to work with friends don't forget this may cause excited, resulting in students becoming off task.

Figure 3.3: This is a photo of a comment left in my journal from the class teacher after observing the drama lesson.

Whilst planning the lesson I had concerns that some students could get distracted by being given the chance to work with their friends in an active lesson. When using this approach again in the future I will be sure to keep on top of class behaviour to ensure that all students are on task and learning is occurring for each individual.

Critical Reflection

Tuesday, December 3, 2019 5:30 PM

This paper provides research into three of the twelve pedagogical principals outlined by Donaldson (2015) and discusses the planning and implementation of each principal during the first part of my Professional Teaching Experience. The principals focused on throughout this paper are assessment for learning, reinforcing Cross-Curriculum Responsibilities and employing a blend of teaching approaches. To explore these principals, I have researched a range of literature on effective pedagogy which I have critically evaluated to allow for effective reflection. I have collated and annotated a portfolio which presents the implementation of each principal into my teaching practice. By critically evaluating and reflecting upon my experience I will be able to improve my knowledge on what makes good teaching and learning which will mould my future practice.

Assessment for learning (AFL) is essential to determine pupils' knowledge and understanding. The methods discussed are based on formative assessments, which allowed me to assess whether the pupils were ready to progress to the next stage of their learning (CEA, 2019). Although there are copious amounts of techniques to choose from when it comes to AFL, I have focused on games, diagnostic questioning and self – assessment.

It is a Teacher's responsibility to find interesting ways to engage and motivate students' learning. Harmer (2008) believes taking the time to understand how your students think and operate is crucial to their learning. Young learners are prone to distractions, so catering to children's fun nature by introducing games as a teaching tool and can be of benefit (Bakhsh, 2016). Adams (2017) acknowledges limitations to the method in the way of negatively impacting students' self-esteem if they keep 'losing' at the game, which could result in aggressive behaviour.

After taking time to understand the pupils I found that my two year 7 classes differ greatly in what motivates their learning. Vernon (2009) stated that healthy competition can help engage students in learning without forcing their participation. In support of this statement, the game proved to be a useful assessment tool as the class all showed signs of enthusiasm and engagement throughout and learning took place which was evident through observation of the teams. However, I would be dubious to use this game with a different class without making amendments as it had been tailored to this classes' context (Bakhsh, 2016). Using games as a form of AFL is not suitable for every class as the excitement can become overwhelming to some students, particularly those with additional learning needs (ALN). Therefore, I have explored different techniques to practice, such as questioning.

Questioning used in the classroom has been employed for numerous reasons, such as stimulation for student participation, to initiate discussion, or merely to check for understanding (Wilen, 1991, Fusco, 2012). Building upon this, Dylan Wiliam (2017) noted there are multiple forms of questioning techniques, including diagnostic and discussion. Wiliam (2017) discussed introducing ABCD cards as a technique to inspire questioning. The idea is that

students are provided with four cards (labelled A, B, C and D) and are posed questions where the answers are labelled to match the cards. The students then offer their answer and the teacher can visually assess whether the students are correct. Any discrepancies can be resolved by the teacher asking discussion questions. Diagnostic questions can be used by the teacher to find out why a student gave the answer they did, allowing affirmation of the students' learning without partaking in a discussion.

I adapted the ABCD cards to colour cards as I felt the visual aid of the literary techniques highlighted in the assigned colours (Figure 1.4) was a stronger scaffolding tool. The use of the cards offered the opportunity for quick checks of understanding. If any students presented the incorrect answer, I used discussion questions to identify where the misunderstanding stemmed from and clarified the correct answer. The adapted ABCD cards used alongside questioning was an extremely useful AFL technique which engaged most students and took little preparation (Figure 1.5). Without questioning as a support, I don't feel the ABCD cards would be as successful due to the risk of students copying the same card their peers have raised and not fully understanding the reason for it.

According to Black and Wiliam (1998), for formative assessment to be productive pupils should be trained in self-assessment to help identify the main purpose of their learning. When a pupil is trying to learn, there are three elements that need to be addressed – the desired goal, their current position and a way in which to close the gap between the two (Sadler, 1989). By using self-assessment, the students are provided the chance to evaluate where they believe they currently stand with their learning and then set targets for improvement. A possible drawback of self-assessment is that pupils can be harder on themselves than a teacher would be. A low self-esteem may result in over-critical comments and setting unachievable goals (Black & Wiliam, 2005).

I used self-assessment with the year 7 class for a formative and summative assessment (Figure 1.6). In the lessons leading up to the speaking and listening assessment we focused on the skills that apply to good speaking and listening. I planned the lessons this way in order to break down the learning, so pupils gained an understanding of what components make good practice (Christodolou, 2017). Pupils were given time after completing the task to think about what went well and how they could have improved. This helped develop students' evaluation skills and all students were able to identify which area they feel needed improvement. I found it challenging to ensure the students wrote down points they thought went well because many felt uncomfortable praising themselves, but with reassurance that this is a vital part of learning the students did co-operate.

The new Welsh curriculum has recognised literacy, numeracy and digital competency as vital factors to an individual's thinking, learning and general life skills. Therefore, these areas need strengthening and developing across the board. As a result, it will be the responsibility of teachers, despite their subject area, to progress pupils in these three categories (Donaldson, 2015).

Literacy seems to be discussed through a diminished view of what attributes are encompassed.

Not only is literacy inclusive of reading and writing, but also works as a blanket across all subjects, which calls for thought and understanding, recall, analysis of ideas and information and for coherent, considered communication in speech and in writing (Ofsted, 2013). Without a whole school approach to improving literacy, pupils could be at risk of emerging from education with poor, basic literacy skills that may tarnish future employment prospects. As reported in 2012, by a European Union report, literacy contributes to an individual's ability to function in society, as an active citizen, employee or parent. It is about someone's self-esteem, social interactions and employability (Ofsted, 2013). These factors can also be identified in the four purposes of the Welsh curriculum, which will develop young people in to well rounded, confident citizens of the world (Donaldson, 2015). Nevertheless, there are cases against literacy being named as a cross-curriculum responsibility. One view is that the art of improving pupils' vocabulary, teaching the correct form of writing or strategies for explanation should not fall under the label of literacy responsibility, but as a matter of general, good teaching practice (Quigley, 2017).

As presented in Figure 2, I created a lesson for a class based on the quality of a written task students previously submitted. I realised that I had only assumed students were aware of how to write appropriately for an analysis essay. Whilst preparing the lesson I incorporated extracts of styles of writing that may be found in other subject areas and asked the students to identify which subject they would use the style of writing in. By teaching the students how writing styles can alter depending on the topic and subject, they were able to identify why their writing style was not appropriate but understood that it would be suitable in a different area. This approach avoided harming the pupils' self-esteem and in turn developed their understanding of how they can improve in other subjects, even if that might just be adjusting their style of writing. I found the implementation of literacy into my lesson natural but will need to be mindful not to make assumptions on students' knowledge. Although literacy is an essential skill, it is not one that comes naturally to everyone.

Numeracy is vital for aspects in life that may not even be considered as mathematically dependant. Many individuals are sceptical to believe that maths is required after leaving education. Yet, being confident and competent with numeracy skills plays a functioning role in daily events, such as checking bus times and managing finances (National Numeracy, 2014). The numeracy component of cross-curriculum responsibilities relies on teachers developing students' understanding that the skills learnt in maths lessons can be applied to the real world. Therefore, it is not the procedure of the skills that needs developing, but the context in which it could be applied (Welsh Government, 2013). The ability to read and write is a skill that feeds through all subjects and throughout life, whereas being numerate is not a skill that is often labelled as crucial. This stance may have been influenced by the attitude many display towards maths, teachers included. Numeracy is not a universal constant across all lessons, and if teachers do not find a way to productively incorporate numeracy into lessons, the students will achieve little other than becoming irritated at irrelevant mathematical tasks (Didau, 2014).

I found the implementation of numeracy into my lessons challenging because I originally viewed numeracy as equations. Yet, when I started researching, I discovered that the aim of numeracy in cross-curriculum activities is to develop students' understanding that numeracy is much more than addition and subtraction, and that skills can be applied to a range of subjects. I

introduced numeracy into the year 8 class where we were focusing on a context lesson for 'The Boy in Striped Pyjamas'. We looked at a map of Auschwitz II which the students successfully used as a reference tool to answer questions based on Auschwitz (Figure 2.1). This task developed the students' ability to draw information from an aerial view map and estimate measurements (Figure 2.2). In the future I will need to focus on implementing numeracy into my teaching where I feel it could fit naturally. After completing further research, I discovered that numeracy could be as simple as utilizing various presentation formats, such as Venn diagrams, which could be used to categorise similarities and differences of characters within a novel.

Digital competency has been set as a cross-curricular responsibility to provide young people the skills and knowledge required to enable the confident, creative use of technologies and systems. It is important that digital competency is not confused with Information and Communication Technology (ICT), which is why the digital competency framework (DCF) was created, breaking digital competency into four strands that can be incorporated throughout subjects. Digital competence focuses on developing digital skills that are transferrable not only to different subjects but also to the world of work (Welsh Government, 2018). Some issues arising with incorporating digital competency may be that not all students can practice their skills outside of the classroom as they simply do not have access to the required equipment, be that due to lifestyle or financial situation.

The implementation of digital competency into my lessons was not always possible as classes were mostly focused on literature and completing pre-designed assessments. I was able to support a year 11 class prepare for their oracy exam (Figure 2.3) which allowed incorporation of digital competency. By allowing the students the independence to research and collate a coherent, informative speech, I provided the opportunity to develop pupils' skills in planning. Planning is one of the four strands that DCF is comprised of and helps develop several areas such as planning and searching, creating and improving (Welsh Government, 2018). Unfortunately, I did not implement this component of cross-curricular skills as effectively as hoped but am now aware of the four strands to include in future teaching practice.

Teaching is a constantly changing career where research is continuously ongoing in a bid to find the most effective teaching approach. Trigwell (2006) illustrates that the teaching approach taken can impact the level of learning that takes place. I will practice several teaching approaches including Direct Teaching, Peer-Assisted Teaching and Co-Operative Teaching to discover how effective these approaches are with my students.

Direct Teaching is often defined as teacher led instructions, where the teacher has provided direct instructions in solving problems. According to Rosenshine (2008), there is a general and specific meaning of direct teaching which can often cause confusion. The general meaning refers to any instruction given by the teacher, regardless of quality. The specific meaning can have three uses: the teacher effects pattern, the use of teaching students' cognitive strategies to use in reading and writing and finally the instructional procedures used in DISTAR classrooms. Although the direct teaching approach has been defined in various ways, the overall idea is that the teacher leads the learning. Direct teaching has been noted as an effective teaching method to necessitate memorization of key points due to the expectation of

students to absorb information being presented (Gill, 2013). Multiple criticisms of this approach have emerged, firstly stating it risks a lack of engagement on the pupils' behalf. Secondly, students are not being held accountable for their own learning. A point needs to be reached where the responsibility of performing all the task shifts from the teacher to the student to ensure learning has taken place (Duke & Pearson, 2012).

I use direct teaching for a varying amount of time in most lessons. Fisher (2008) stated that direct teaching can be used to focus the lesson for a brief period to outline the expected learning outcomes. As shown in Figure 3, I taught a lesson to the year 10 class that focused on poetic techniques. This predominantly involved direct teaching as the students were required to make notes for revision. However, I understand that this lecture style of teaching could be criticised under the constructivist theory, that states learning does not take place by a teacher simply talking at the pupil (Sawyer, 2006) and it is due to this understanding that I would not incorporate direct teaching into a full hour lesson at risk of losing the students' engagement. I would, however, use multiple teaching approaches within the same lesson to allow alternative perspectives of learning.

Peer teaching is a teaching and learning strategy where students, by design, teach other students (TeachThought, 2019). The teaching approach relies on the belief that learning takes place not only for the student being taught, but also for the peer delivering. This allows the peers whom are teaching to increase their own performance and experience and learn that 'teaching is the best teacher' (Farivar and Webb, 1994). In lieu of the advantages, concerns have been raised about quality of the material being taught to peers. Maintaining quality control over peer teaching procedures can present challenges to the classroom teacher such as moving about the classroom to observe interactions and finding ways to measure student performance that may not be prevalent during other teaching approaches (Maheady, 1998).

I used a slightly adapted version of the peer teaching approach with a year 7 class where the lesson focused on speaking and listening skills. As evidenced in the lesson plan (Figure 3.1) I prepared a lesson where students worked in pairs, one acting as the 'teacher' and the other as the student. Whilst observing the class I noticed that the students who were attempting to engage in conversation with the 'teacher' were confused by their partners' behaviour and looked to me for explanation. At the end of the task I asked how students and 'teachers' felt about the interactions. The students quickly recognised their peers ('teachers') were not participating in the interactions and expressed this caused awkwardness whilst trying to continue the conversation. Those who played the role of the 'teacher' felt quite guilty of the way they acted towards their partner which in hand cemented understanding of good speaking and listening skills. After successfully exercising this teaching approach I agree with the statement that peer teachers reinforce their own learning by teaching others (Briggs, 2013).

Another popular teaching approach is co-operative learning, where students work together in small groups to achieve a goal (Kahn & Akhtar, 2017). Co-operative learning is based on two theories: Structure-Process-Outcome, which suggests that the structure of a situation determines the process individuals engage in to complete the task, which then determines the outcome. The second is the Social Interdependence theory where the goal is to unite members into a 'dynamic whole' where individuals motivate each other to accomplish the common goal

(Johnson & Johnson, 2018). Notwithstanding the benefits this approach has in building positive relationships and taking responsibility for own learning, we cannot ignore the fact this is only productive if the students are homogeneous. A prevailing issue is that some students may lack in contributions to the task and bring down their group, or other students will take over the role, therefore resulting in a limited learning experience (Alyssa, 2018).

I incorporated co-operative teaching into a drama lesson that I taught to a year 8 class (Figure 3.2). The students had not attended many drama lessons due to the format of their timetable so were quite nervous at the idea of performing in front of the class individually. I previously researched teaching approaches that could help ease students into situations and decided upon the co-operative approach to allow students to be more comfortable. I found that the students were a lot more willing to contribute to the lesson when working alongside their friends. In order to eliminate any counter-productivity, I circulated the classroom to observe the planning stage before groups delivered their scene. This approach was effective for teaching drama, but by taking the comments on board from lesson feedback (Figure 3.3) I will be mindful in future lessons to arrange the students into groups where they are still comfortable, but productivity is maintained throughout the lesson.

The main goal of this paper was to examine progress, of myself and learners, after planning and implementing three pedagogical principals. Investigation of literature surrounding the three principals has allowed an insight into why these principles are influential to the success of good teaching practice. Upon reflection, I feel confident in my ability to adapt teaching approaches depending on what best suits the learners and am comfortable in altering techniques to find best fit. In order to improve, I need to focus on developing the implementation of digital competency and numeracy effectively into my future lessons to allow students the scope to practice these wider skills within my subject area. I fully appreciate the vitality of embedding these principals into my practice and believe the research and reflection undertaken within this paper will be valuable in identifying the next steps to progressively develop pedagogy (Welsh Government, 2019).

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Tuesday, December 3, 2019 5:30 PM

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