

Pedagogical Principles Portfolio.

Monday, December 9, 2019 10:04 AM

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

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Pathway :PGCE Primary

Targets from previous assignment :

Target 1 :More detail around the critical incident itself.

Target 2 :More specifics on next steps.

Link to One Note https://uowtsd-my.sharepoint.com/:o:/g/personal/1801022_student_uwtsd_ac_uk/Eqmvjhn-h19An7GdRhuHbYYBB4IfPmE2otkgH8A3WJMQCw?e=FMBv1n

Parliament Week – Questioning and Think, Pair Share.

Monday, December 9, 2019 10:07 AM

Introduce Parliament.
3 slides.

Parliament >> This is the house of parliament.
why does that relate to Guy Fawkes? Does
anyone know who works there? This week we
are celebrating parliament week, parliament is
where men and women who have been chosen
make decisions about our country. Does anybody
know where it is? In the past all of Wales'
decisions were made in London because we are
part of Britain.

Britain>> Build up of Britain. What do we know
about Britain? Show of hands > has anyone been
to England? Scotland? Ireland? Show the four
countries.

Senedd >> Does anyone recognise this building?
Today in Wales some of our decisions are made
here in Wales, in the Senedd in Cardiff.

Slides, Video.

Learners engaged by questioning, real world
understanding geography, experiences of Britain.
Do they recognise the pictures?

These examples are from my first two lessons, it was parliament week and I was teaching the two topic lessons around that subject to a year two class, my class mentor wanted me to include the gunpowder plot and firework safety, for the parliament week aspect I wanted to have a vote and I felt like it was important to teach the children what parliament meant. The subject was difficult for year two and I knew that I would need to use questioning to keep the children engaged, this lesson needed to be interactive and I planned to use questioning to help the subject feel relevant to such young children. I decided I had to talk about what Wales' relation to Britain was. Otherwise it would be confusing for children that we were going to be discussing parliament in London, I chose to use questioning to ask them about their own experiences of Britain, where they had visited, had they seen Parliament or the Senedd before. The questioning including on plans was not necessarily exhaustive.

Context - As I am from Finland I don't know about the Gunpowder Plot, can you share your research with me? Why do we celebrate bonfire night. As children tell me about their research, write facts onto whiteboard and recap with children Watch short video. What questions do we still have? Could we find out? If there were new facts add them to list.	Learners think of their home work in the context of using it to teach me. In small groups (pairs) 4) >> they listen and share information, they choose a representative who will tell us about their research Good opportunity for all to talk Good questioning - open + closed Good praise Children watch video. Think about what else do they want to know, were there any facts they learnt from the video that we should add to our list? Good use of hands up to focus chn. Engaging idea b lovely tone used with the children Reminded children to put hands up numbered to sort in to groups Whiteboard to type/write facts on. Video.
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The next day we were also looking at Parliament, I used 'think-pair-share' an AFL strategy where children are given a chance to talk with partners before class discussion. So children discussed amongst themselves the results of their research, there were a few reasons for using this strategy, my class

mentor had mentioned not all of the class would have completed the homework, so it gave an opportunity for the children to share information with peers before sharing with the whole class, it is advised to have time between asking a question and expecting an answer, it was a good chance to practice oracy, and broke up the direct teaching aspect of carpet time.

Think-pair-share as a strategy was great, I used it throughout lessons. I had seen it used before in the school I volunteered in, there it was called 'talk partners', and everyone had a designated talk partner they would discuss with when asked. An observation I made was as the children were always sat on the carpet in their ability groups when asked to discuss for instance with this task the children at the back who were highest ability would discuss much more, the highest ability group children had all done their homework and they were all keen to share what they had learned, whereas the lowest ability group, had not so had nothing to discuss. As a teacher I would be keen to designate talk partners to maximise peer learning and as an opportunity for children to build relationships with children who are not in their ability groups.

The teacher's feedback evidences that I used good questioning, open and closed. I apply questioning naturally and frequently, this is a skill I have learnt from parenting. I have always enjoyed trying to illicit learning through questioning and have had years to practice this skill.

LLC Posters – Success Criteria and Peer Reflection

Monday, December 9, 2019 10:10 AM

Today we are going to look at how we can share these rules with other children by making posters. We can either make a poster to just tell children about one of these rules, or we could try and let them know about more than one. I have some examples of posters here. Show children example posters, Do we like this poster? And what do we think is good about it? Which posters do we think are the best? Why?

Success Criteria onto smaller whiteboard.

What do we think makes a good poster? What do we like to see in a poster? Write children's answers onto board. Remember the really important thing about a poster is that it gives us a message. When we have all finished we are going to have a show and tell where we can have a look at everyone work.

Children shown posters, they can share if they like/dislike.

Powerpoint with posters.

Children share with me what they think will be good on a poster. Explain to them this is what I will be looking for at the end of the lesson.

Teaching & Core Learning
Designing 15
Creating 15
Reflecting 5

Owls and Squirrels

A poster like the one we saw would not have been created alone by someone, they would have a team of people working on one, so today you will work in pairs.

We don't just want a picture, you will really need to plan your work, we need to make sure children who see our poster, know what we are trying to say, otherwise there is no point in the poster. So the first thing we need to think about in our pairs is what message do we want to send? How are we going to make sure the poster stands out? How are we going to write it in a way that is easy to understand? What language are we going to use? What punctuation? For Owls in particular tell them they will need to have more writing than just a slogan. Children have one sheet to plan. Encourage Welsh on their posters.

Children at tables, they can have planning sheets to start designing with their partners.

Planning sheets.

Plan needs to include what text will be included on poster. Check these before they start final make.

A3 sheets for final poster, felt-tips, pencils for colouring.

Areas for my Development

Personal Targets for Progress

- The children were not challenged enough. They could not really understand that we were not just drawing pictures or that we were planning. I had meant to have a variety of pictures etc. That the children could use but I chose not to as I did not think there was enough time and thought drawing would be quicker, it wasn't.
- I did not manage to emphasise enough to them that they needed to have a message first and then plan drawings.
- I am not used to working with two groups at the same time and I need to learn how to manage them better. I had assumed I would have the TA there but she wasn't, so I had the two HA groups and the majority of children on enhanced in the classroom as the teacher designed posters with 2 LA children at a time on the computers. I struggled to manage the learning.
- When we were creating the success criteria I thought the children understood, I also reminded some during the task and they still did not seem to understand. I wonder how much they have used success criteria before? Are they accustomed to it? Is it better with young children to start with success criteria you set? Or maybe just have one point to start with? Children seemed to understand the creating part but they struggled to see the link to the work we were doing.
- I should have had the two HA groups together at the start to really emphasise what was expected from them.
- My plenary was extremely disorganised. I had not really given thought to how the peer reflection would happen.
- My differentiation should have been planned in more detail, especially the HA were not pushed enough. I should have emphasised they needed to have more text.
- My expectations of how the children could work collaboratively was too high.

In this lesson I decided to have the children create the success criteria with me. The year two children were creating posters to share rules about how to look after woodland, we had already been considering these rules earlier in the week. I showed them some example posters with messages, we discussed what we liked about the posters. We then created a checklist of things we thought were important to have on the poster. The list the children came up with was: Pictures and Writing, Clear Message, Colourful. This list was on the small whiteboard for the children. I created a success criteria with children twice and both times I felt as though although I explained what we were doing the children did not really understand what the success criteria was. I actually with hindsight think I should have shared the success criteria with the children on the first lesson and created it with them the second time. Perhaps it would have been clearer to them.

At the end of the lesson the children shared their work with the group and we looked to see if we had achieved the success criteria. The Peer Reflection part of the lesson was very disorganised, I had not really planned how it would happen in practice, it was also evident the children had little experience of collaborative work or peer feedback, which I was not prepared for. I felt as though in this lesson I struggled to guide the students in what the expectations were, and I lost control of the lesson when the peer review was happening. Going forward when using strategies it will be worth ascertaining have the children used the strategy before, and if I don't know, to assume they have not.

Self-assessment

Monday, December 9, 2019 10:10 AM

First lesson : I recapped some of the learning around bonfire night/parliament and had the children vote true or false by standing/sitting. It was actually a good way of cementing some of the learning and the children enjoyed it. This was a prime example of me being more effective toward the beginning of my practice.

Plenary	Carpet - True or False. Quick quiz of some of the learning from the lesson.	Kids sit down or stand up for true or false.	Powerpoint.
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I had the feedback to use thumbs up thumbs down at the end of lessons so I did. But I did not consider why I was doing it or what I would do with the results from it. This feedback was written and I should have asked my class mentor, when she uses the strategies what she finds useful about them and what she thinks are the strengths and weaknesses.

Plenary	Amser Tacluso/Dojo's We should be feeling a bit more confident with going backwards (subtracting) on the number square. Model what we have been doing on IWB. Are people feeling more confident. Thumbs up thumbs down for confidence.	Children sit on carpet.	http://mathszone.co.uk/count-and-understand/read-write-numbers/spot-100-square/
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I used this strategy as I knew they were it was expected of me. I do not think I actually used AFL strategies particularly effectively as I did not really have a clear idea about what I would do with the information I gathered from the exercise. Essentially it became a bit of an arbitrary exercise rather than something I implemented meaningfully into my lessons. I did notice through this self-assessment and others one girl in particular always said she was unsure about what we had learnt, yet having worked with her in lessons I knew she was understanding the work well in comparison with her peers, and in general the children's responses did not reflect my own observations. Particularly the lower ability group with this and always, self-assessed as being confident in new concepts, yet they rarely understood them well and could not work independently. The most effective way I gauged children were struggling was through summative assessment, through which I identified numerous children that I worked with either 1:1 or in small groups as they needed extra support.

The range of ability in the class is wide and the children were working on differentiated work. With hindsight I believe it would be beneficial for self-assessment to happen in groups, there would be less data, so I could make a note of every individuals response better. The children did have traffic lights for self-assessment incorporated in all their work books but my class mentor said they would be taught how to use the traffic lights at the end of the year, I should have questioned more, it would have been interesting to know what the thinking behind this is. It has become clear that it would have been beneficial for me to have a conversation with my class mentor and ask – I notice

AFL is incorporated in school policy (appendix 1), how does it translate into your classroom and which strategies do you use, what do you find are their strengths and weaknesses?

Cross-curricular Language and Literacy

Monday, December 9, 2019 10:10 AM

<u>AoLE or Subject</u>	<u>Maths</u>	<u>Date:</u>	29.11.19
<u>Lesson Focus:</u>	Money		
<u>Meaningful links to Curriculum</u>	Health and <u>Wellbeing</u> : Money and germs, emphasise always washing hands after handling money. <u>Four Purposes</u> – Ambitious capable learners, Ethical informed citizens. Authentic contexts. Problem solving, (Ms Ellie can continue observation of which children can play a game while following rules and taking turns. (PSD outcome.))		
<u>Meaningful links to: Cross Curricular Responsibilities</u>	Cwricwlwm Cymreig >> <u>Incidental Welsh</u>. <u>Literacy</u> – <u>Oracy</u> - The language of money, draw attention to the wording of questions in real life contexts. <u>Literacy</u> - notepads in enhanced to encourage writing shopping lists. <u>Oracy</u> - role play shop/shop keepers. <u>Numeracy</u> – <u>DCF</u> – IWB, computers, tablets.		

Amongst the children there was a huge range of ability. I rarely saw the children write unless it was for work so I thought having numerous shopping pads in the role play area would give them an authentic context for writing, I was pleased at the end of the lesson to see how many children from all ability groups had written in them. I had not seen many children write voluntarily or in the enhanced provision so it was great to see how a simple thing gave the children context and purpose, which encouraged writing.

I also modelled how if they were playing in the role play shop they should use the language they themselves had seen used in shops, how much? Which is the most expensive? How much change etc. Again when given direction the kids enjoyed roleplay and it was nice to see the area was being used in the way I had planned.

Also as this class was year two and would be sitting national tests for the first time at the end of this year, I made sure in this lesson, as in all my maths lessons, I highlighted the typical wording for mathematical questions. So across money week we discussed which functions or mathematical skills would we need if we were asking How much altogether? How much left? Which is the most expensive?

Cross-curricular Mathematics and Numeracy

Monday, December 9, 2019 10:10 AM

<u>AoLE or Subject</u>	<u>TOPIC WORK : Parliament Week</u>	<u>Date:</u>	<u>05.11.19</u>
<u>Lesson Focus:</u>	<u>Parliament, Debate – Is Wales a good place to be a child?</u>		
<u>Meaningful links to Curriculum</u>	<u>Parliament week - see mid-term planning.</u> <u>Cwricwlwm Cymreig – Talking about Wales and highlighting the good things about it.</u> <u>Wellbeing – drawing attention to appreciation, positive thinking.</u> <u>Four Purposes - Ethical Informed Citizens - Evaluate evidence in forming views, engage with contemporary issues, understand democratic rights. Ambitious capable learners - can communicate effectively, explain ideas. Problem solve. Healthy, confident individuals – are establishing ethical beliefs.</u>		
<u>Meaningful links to: Cross Curricular Responsibilities</u>	<u>Cwricwlwm Cymreig >> Incidental Welsh.</u> <u>Literacy – Introducing new language eg. Ballot box, MP. Oracy – articulate own views, using reasoning. Listening skills – listening to others opinions.</u> <u>Numeracy – Hedgehogs – Sorting, counting and recording votes.</u> <u>DCF -</u>		

Originally I had planned this lesson to be cross-curricular with Digital Competence. The children were voting for parliament week and I envisioned them voting on an app and the results being immediately populated onto a graph, I could then discuss how voting actually was not electronic at the moment and what would be the strengths and weaknesses of it becoming so.

I could not find a technological programme that did exactly what I wanted so I approached our technology lecturer Tom Cox to see if he had any ideas. He immediately dissuaded me from using technology. He said what was the real purpose of technology in this situation.

Instead I decided to go with a previous idea which was to create a ballot box and have the children vote. I could then link the voting process to the authentic context of voting and talk about fairness and privacy. Initially I just thought I would count the votes myself, however I had assessed all of the children individually the previous week, and was aware the lowest ability group were struggling with counting and number recognition. I decided as a group they would benefit from taking responsibility of counting the votes for this task as it was a good opportunity for them to use numeracy in an authentic context. The cross-curricular part of the lesson did not apply to everyone, but the children who benefitted from it most had a chance to practice sorting, counting and recording the votes. The gap between the lowest and their peers is really important to focus on if the situation is to be ameliorated, already the gap was growing larger as the children struggled through maths lessons such as ones on time, because without the basic skills they needed they would not be able to progress, they needed to be given the opportunity to practice basic skills whenever possible.

Cross-curricular Digital Competence

Monday, December 9, 2019 10:10 AM

<u>AoLE or Subject</u>	<u>Topic, LLC</u>	<u>Date:</u>	<u>28.11.19</u>
<u>Lesson Focus:</u>	<u>Making informative videos about looking after the woodland/woodland animals.</u>		
<u>Meaningful links to Curriculum</u>	DCF Framework progression step one, strand producing: • explore and use different multimedia components in order to capture and use text, image, sound, and video. <u>Successful futures</u> : Digital competency, collaborative work, authentic context, AFL.		
<u>Meaningful links to: Cross Curricular Responsibilities</u>	Cwricwlwm Cymreig >> <u>Incidental Welsh.</u> <u>Literacy</u> - Oracy, planning and collaborative work. Literacy - script-writing. Children also consider the language used in an informative videos. <u>Numeracy</u> - DCF - <u>Children create their own content which is recorded on Ipads.</u>		

As we had made posters about the woodland rules, I had the idea of making videos, my class mentor signposted me to the green screen app. If I had been teaching this subject to my own class, I would never have planned what the children were expected to do over one afternoon. My class mentor said that an afternoon would be enough for the children to work collaboratively to write their own scripts, then record them and peer review them. I had my doubts about whether this would be possible and a more experienced teacher could maybe have planned the lesson so it was enough, but my planning was poor and the lesson ended up being a bit of a rushed disaster.

With hindsight, the lesson needed to be planned so that the children had time with an adult in small groups to understand the process of what they were doing. I made an exemplar with my daughter using the green screen app, she planned the video and wrote a script which I unfortunately misplaced, it would have helped the children to see the script and then the video so they could understand the process of planning and script writing better. I had not really thought about the fact the children had never written scripts before, in considering the digital element I forgot to focus on the LLC element.

I placed the class in mixed ability groups, the children did not take well to being put in groups they were not accustomed to. If I was doing this task again I would have asked the children to get into pairs and then combined pairs to make groups.

Parliament Week Vote

Monday, December 9, 2019 10:08 AM

I spent a lot of time choosing the question for the circle time exercise and vote I had planned for this lesson. I wanted to encourage critical thinking and particularly reasoning. I considered 'Should Children be allowed to vote' as it was very current at the time and being widely discussed in public discourse, I thought it would be interesting to discuss children's opinions of the matter but decided against it because I felt the children would be too young to necessarily have thought about the issue before and I did not think they would have opinions to discuss.

I ended up with the question 'Is Wales a good place to grow up?' I chose the question because I believed all children could have opinion on this subject and I thought there would probably be a range of opinion on the matter, I feel strongly that gratefulness encourages wellbeing and it links into Cwricwlwm Cymreig. I particularly wanted the children to practice reasoning, I knew they would have an opinion on the question and I hoped to have them articulate why they felt the way they did. Listening skills are an important aspect of language and communication (Mercer and Mannion, 2018) and circle time gave all the children an opportunity to speak, but also listen. They then had a chance to consider others views, and given a chance to think about whether anyone else's opinion changed their mind.

Learning Objectives (focus on Learning- use accessible vocabulary):

- Express ideas and feelings creatively, explaining why they are significant.
- Express their own opinions and make decisions while considering the viewpoints of others.
- Contribute to discussion, keeping a focus on the topic and taking turns to speak

<u>Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)</u>	<u>Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce - to demonstrate learning)</u>
<u>Children will take part in circle time activity and we will discuss the question.</u>	Children engage and express opinions.
<u>Children will hear different viewpoints around the argument.</u>	Children listen to others and respect their opinions.
<u>Children will have the opportunity to consider their stance in relation to other viewpoints before making a decision.</u>	Children consider their stance and vote.

Teaching & Core Learning 25 mins circle time	Circle Time >> Before we start children given a few moments to think about question and what their opinion is and why. Before we start sharing. Emphasis on there are no right or wrong answers and not everyone will think the same things, but everyone's opinions deserve respect. Everyone will get a chance to share, and everyone can share how much or how little they want, it doesn't have to be personal if they don't want. Sentence starter.. I think Wales is.. (When Ms Smith comes back > readers)	Children take turns to share their opinions and listen to the opinions of others.	Circle Time Object, Ballot box, Ballots. Ipad to take photos of children voting.
Before break-time 15 mins	Vote >> At the ballot box, after circle time finishes teacher introduces idea of how we will be voting by ballot. Show them a ballot and how to fill it in. Explain terminology > ballot, ballot box, relate to voting, discuss privacy. When we get back from break, Hedgehogs are going to	Children are given slips, go to a table by group, pencils and ballots, then queue up and vote with slips, yes or no. (Ms Lewis takes photos of children voting.) Tell children before break >> When we return from break I will let the children	

The lesson went well, children engaged well with the question. Something I noticed from the exercise was I was surprised that there were children in the class who were confident in other lessons and generally throughout the school day, yet struggled to speak to the whole group, or to articulate their opinions. To me this is evidence of the value of lessons such as this one. Children need a chance to practice reasoning and articulating their ideas. At the end of the lesson children were encouraged to think about their opinion but also whether listening to everyone else's opinion had changed their mind. As this lesson was part of parliament week and we were voting with a ballot box I had discussed privacy and voting and children all had a private vote. I do not know whether any children changed their opinions through the process but it was a good exercise in listening to the views of others and considering why they held theirs.

Problem Solving Money

Monday, December 9, 2019 10:11 AM

This lesson in general did not go particularly well. It was under planned. The previous night we had parents evening and when I mentioned to my class mentor what I had planned for maths the next morning she advised me not to teach it, the children had sequenced prices and stuck them in their books that day and said a more practical lesson would be better. I had to plan practical activities quickly and I had the idea that the HA could have a challenge of counting a larger amount of coins. They would have to work as a team and divide the labour and devise a strategy.

The lesson was under planned and crucially again I assumed the children would be able to collaborate at a level they were not able to. They spent a considerable amount of the lesson arguing about who would count which coins. Problem solving skills like this activity are important as children need to learn to work in groups and learn how to formulate a plan. However, those skills are difficult even for some adults, and in particular children need to learn to collaborate with their friends before collaborating with children they are not as friendly with. The children in the class needed a more graduated introduction to collaboration.

If I was to teach this lesson again, I would have the children split into pairs and I would give the task more meaning and explain why they were doing it. Another interesting insight, and one that seems obvious when written down, through this lesson and others during the placement I realised it was important to understand that although this group were HA that does not mean they have more developed social skills such as collaboration.

Something I really struggled with throughout placement was understanding what skills were needed from a task like this and what skills the children already possessed.

Teaching
& Core
Learning
mins

Owls, choose five coins, add together,
choose 10 coins, add together.
Now we have a challenge, as a group we
need to count all of the coins on the table.
Discuss with strategy the children, how
will they share the counting? What
possible ways could they share the
counting? How could we count our coins,
could we use for counting in 5s or 10s?
Talk to children about pounds/pence
explain there are two strategies, you
could count in pounds and pence or just
pence, but we need to be wary not to get
the two confused.

Children sit at tables, first pick five
random coins.

Children can sit at table when they do this
task.

Large pile of plastic
coins, sorting mats.
Make sure children
have scraps of paper so
they can make notes if
it helps them.

Gender Stereotyping Lesson

Monday, December 9, 2019 10:11 AM

This lesson was the shortest lesson I planned, it was the final session of the day which is only 35 minutes and I was concerned about timing, hence the use of a timer. I had chosen a variety of objects for the children to sort based on whether they believed they were objects meant for girls, boys or both. I gave careful consideration to the objects, I wanted each group to have similar objects so I had three objects for each e.g. three soft toys, three t-shirts etc. I chose to mix the children up as they almost always work in the same groups and I did not see any need for them to be in ability groups, I also think it is beneficial that children practice confidence in working with different people.

Teaching & Core Learning 15 minutes	Children are in mixed ability groups with 10 objects and the hula hoops. Children will sort objects collaboratively based on if they believe the items are for girls/boys or both. They will place them in a Venn Diagram made from hula hoops. Adults will use questioning to understand the childrens reasoning and engage all group members in the task. Objects : Books, Cars, Soft toys, Clothing, Frozen film poster, End game poster, Imaginext toys Batman, Spiderman, Wonderwoman.	Venn diagram is labelled for the children, children will talk amongst themselves in the group to decide where they think objects should be placed. Timer on for 10 minutes.	10 Objects for each group. 2 hula hoops each. DOC 41
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This lesson was one of my most successful in the sense that the learning that happened seemed tangible, at the end we had a group discussion and over the course of the lesson children had developed views on gender stereotyping that I am sure many of them did not possess at the beginning of the lesson. It was an extremely interesting lesson, all groups of children sorted the objects rather quickly in a gender stereotypical way, I had assumed the TA and teacher would be there and each group would have an adult to lead them, but I taught the lesson alone and I learnt that with this exercise it was much better to have the children discussing independently, with me dropping in and out of conversations.

In each group one or two children seemed to begin to challenge the more stereotypical consensus, slowly the children discussed the objects and began to challenge each other on the choices they had earlier made. It was an excellent, age appropriate way for children to use reasoning, oracy and collaboration, by the end of the lesson two of the groups had all the objects as being for either gender and the last group had all but one object. During the group discussion I explained to the children stereotyping is something all humans do, and it is not always bad, it is part of human nature, however I related stereotyping in this instance to other children in school and whether it mattered what anyone else liked. The children had challenged their own opinions and come to an understanding that sometimes we all make an intial judgement which is not always correct.

Critical Reflection

Monday, December 9, 2019 10:08 AM

Introduction

Education in Wales is undergoing a pivotal period, in 2015, after a thorough consultation, Professor Graham Donaldson presented his vision for the future of education within Wales. His report *Successful Futures* has resulted in a draft curriculum which will be implemented from 2022. Teachers played an essential role in developing the transformative curriculum and continuing collaboration, reflection and engagement will be needed for Donaldson's aspirations to materialise. Within *Successful Futures* Donaldson recognises what happens in classrooms will ultimately decide the success of his curriculum (2015). He has synthesised the research on pedagogy and identified 12 Pedagogical Principles to support the curriculum changes. This work will focus on three of the pedagogical principles.

My first PGCE placement was in a Year Two Class, in a school in a predominantly disadvantaged ex-coal mining village (Appendix 1).

Refining practice to meet the needs of the learners is a requirement for teacher professional standards (Welsh Government 2018) and reflection is an important part of that process. The pedagogical principles and relevant literature will be considered, as well as personal reflection on strengths and weaknesses of their application during placement, these will inform recommendations for further development.

Good teaching and learning means employing assessment for learning principles

Assessment for Learning is a widely recognised approach in education, which was first summarised in 1998 by Black and Wiliam in their seminal work *Inside the Blackbox*, in which research was synthesised, and it was found that learning outcomes could be improved by a focus on formative assessment. They assert classrooms and learning should be interactive, and teachers should adjust their lessons based on their learners. Their approach was widely debated and has been implemented and accepted in education across the world (Black et al. 2003, Santos and Pinto, 2011).

The approach is included in policy documents such as *Successful futures* and *What makes great pedagogy?* (Husband and Pearce, 2012), it is also named in school policy documents such as in my own placement school (Appendix 2). *Inside the Blackbox* drew attention to the fact that formative assessment could improve standards in education but it also recognised 'teachers will not take up attractive sounding ideas, albeit based on extensive research, if these are presented as general principles, which leave entirely to them the task of translating them into the classroom' (Black and Wiliam, 1998, pg15). In 2003 they co-authored *Assessment for Learning: Putting it into practice*, in which they outline how the principles could be implemented, four main practices were identified: questioning, feedback, sharing criteria and self-assessment (Black et al, 2003).

Although Assessment for Learning Principles have widely been adopted, Dylan William acknowledges shortcomings in its application in schools and by governments (Didau, 2006, pg287), a gap can exist between assessment for learning theory and practice (Husband and Pearce, 2012). Some of the criticisms are: questioning does not provoke thought, merely discussion; learning intentions should be long term, not neat self-contained lesson objectives and success criteria should not be meaningless checklists. A major criticism is checking understanding at the end of lessons is only useful to highlight misunderstandings, as a test of learning it is not meaningful, whether children are confident or can recite learning, is not reflective of whether the information will be retained (Didau, 2006).

I applied Assessment for Learning strategies throughout my first placement, however whilst reflecting, I realised I had been applying AfL strategies without thinking about AfL principles. Formative assessment should not just be implementation of techniques. (Black et al. 2003, pg79). It is also imperative teachers do not adopt practices they have seen without understanding the expertise behind them (Didau, 2016), my application was an example of such practise. I applied self-assessment elements to my lessons however there was no real thought about why or what the results would mean. Going forward to ensure a more meaningful application I will give more consideration to the use of strategies; I will also seek advice from my new class mentor around why and how he uses the strategies.

I created success criteria with the children and used peer assessment. I found my application of the strategies required children to have a level of metacognitive knowledge that the children did not possess. Assessment for learning strategies should be introduced with young children (Santos and Pinto, 2011) but the application should be gradual, the skills needed are difficult to master at any age (Black et al. 2003). Over time children can learn the valuable skills needed for self-reflection, collaboration and peer mentoring and assessment.

However, my application assumed a level of proficiency that the children had not yet acquired, the strategies did not improve the children's overall learning experience. For AfL it is important to understand the children's current ability and build on their skills through practice (Black et al. 2003).

AfL can improve results for low achieving children and can help close the range of ability in the classroom (Black and William, 1998, Black et al. 2003), as such the pedagogical principle is prescient and can help teachers in the long-term. However, the value of AfL is not in improving one-off lessons, which only emphasises the need as a trainee to understand how it is being currently used in the setting.

AfL strategies depend on education being interactive (Black and William, 1998), I used questioning throughout but agree with Didau: questioning does not reveal whether children have learnt in a manner in which they will retain the information, nevertheless, questioning encourages discussion and highlights misunderstandings (2016), I also believe questioning has value when used to recap previous lessons learning and can be used meaningfully to check retained information and recap learning. I aim to develop by using new questioning strategies, Doug Lemov, among other questioning strategies, advocates cold calling, a no hands up policy where children are asked questions without having offered to answer them, this encourages an environment of greater engagement as children need to be prepared to answer a question at any time (2015). This strategy did not seem appropriate with children so young and I would not have introduced it in a class that was not accustomed to it. I was pleased to see my new class mentor using it with year six and look forward to improving my usage of questioning.

The one strategy I used successfully throughout the practice was 'think-pair-share', there is an argument that children are not given enough time before being asked to answer questions (Lemov, 2015) the strategy gives children a chance to discuss their thinking with peers before sharing, I found with this age group it was a great strategy.

Quality feedback is considered requisite to successful AFL (Hattie, 2008, Husband and Pearce, 2012, Santos and Pinto, 2011). I did not focus enough on feedback or assessment (formative or summative.) Going forward rather than AFL being a set of strategies to apply to lessons, I need to focus on the principles. In his acclaimed meta-analyses into learning, Hattie outlines four critical aspects to planning: prior knowledge, targeted learning, progression and teacher collaboration and reflection (2008, pg41), going forward I will primarily focus on these and incorporate strategies to support these aims.

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

Cross-curriculum teaching is also called interdisciplinary, multi-disciplinary, blended, thematic or topic based, (Czerniak (2007), cited in Parker et al (2011)). Barnes describes cross-curricular learning as happening when skills and language from two separate subject areas are used to shed light on a singular concept or experience (2018, Pg22). There has been a movement toward a more cross-curricular education as opposed to compartmentalised by subject, mainly because this reflects real life experiences and encourages the ability to transfer learnt skills. (Hayes, 2010, Parker et al 2012, Barnes 2007). It is important to note that cross-curricular learning has many names, but also exists within a scale, Fogarty et al. identified different labels for levels of curricular blending (Appendix 3). Donaldson in his synthesis of pedagogy, has given interdisciplinary teaching two separate principles. He advocates for powerful connections to be made between the six areas of learning, which will cement understanding, but also separately identifies three cross-curricular subjects: Literacy, Numeracy and Digital Competence. (2015)

Arguments for a cross-curricular approach can be understood when learning is thought of through a constructivist model, if knowledge is a web that is being added to, connections that can be made between areas of knowledge strengthen the model. An example of how this between areas of learning might be the importance of understanding how Geography and History are interlinked when learning about a location. (Hayes, 2010). Donaldson recognises the unique importance of Literacy, Numeracy and Digital Competence and believes them to be the foundations for all learning and essential in the modern world and as such they should be threaded across the whole curriculum (2015, pg. 39).

Many convincing arguments can be made for an integrated curriculum: multiple intelligence theory assumes learning happens in a variety of ways so teaching should happen a variety of ways, and in authentic contexts. (Gardner, 1994). Authentic contexts for learning is a principle which is interlinked with cross-curricular learning, authentic contexts to apply cross-curricular learning appear throughout the school day and teachers need to make use of these. Education should be enjoyable, children's happiness and wellbeing should be focuses of the curriculum and a more holistic teaching of the world will result in more motivated learners: 'happiness' directly links to meaningful learning (Barnes, 2007). Some believe a more cross-curricular approach could streamline an already crowded curriculum (Hayes, 2010, Parker et al. 2011).

Parker et al. conducted research into pre-service teachers' opinions on cross-curricular teaching, I was

surprised they found 92% of 118 students asked, held a positive view and none held a negative view of the approach (2011). As a beginner to lesson planning, the logistical considerations of cross-curricular teaching concern me, another difficulty of cross-curricular approaches is the balancing act of the rigour of subjects and tensions between discipline objectives (Gardner, 1994, Parker et al. 2011). Donaldson himself says the challenge will be focusing on cross-curricular responsibilities while making sure their application is authentic (2015, pg.70).

As an English Literature graduate applying Literacy cross-curricular was the area I felt most confident in, this supports evidence that assumes strong content knowledge is needed for cross-curricular teaching (Parker et al. 2011). I encouraged literacy through writing where possible, but also agree the capacity to express ideas through speech is integral to thinking and learning (Donaldson, 2015, pg. 48). As such, I used every opportunity to model high level language and encourage quality talk and develop listening skills, which are an often-undervalued aspect of language development (Mannion and Mercer, 2018).

The example chosen for numeracy was not an example of a whole-class cross-curricular element to the lesson, however this example evidenced a meaningful application of cross-curricular learning as opposed to having token connectivity: where the learning is only happening in one of the subject disciplines. An example would be a song taught to teach a mathematical concept would not necessarily be improving the musical skills of a child, (Barnes, 2018, pg24). Whenever possible we should be striving for cross-curricular learning to be promoting learning in both subject disciplines.

The most difficult cross-curricular application for me was digital competence. A common concern about cross-curricular teaching is it requires strong teacher subject knowledge, (Parker et al. 2011) a lack of proficiency and confidence hinders my ability to embed digital competence in a meaningful way. I also found that I had no knowledge of what the children's ability was, I did not see any examples of children using digital competence and the resources available were poor. I believe there will be more opportunity to apply digital competence in Key Stage 2. However, being in a year six class will have its own difficulties relating to my content knowledge.

Coe et al. in their meta-analyses of good teaching (2015) recognise the two most important aspects for great teaching are content knowledge and quality of instruction. As such I am surprised to see so little emphasis on content knowledge in Donaldson's Pedagogical principles. There could be a temptation for teachers to focus professional development solely on subjects we consider ourselves adept at, however for children to receive a holistic inter-disciplinary education, teachers themselves need to strive to be able to make the meaningful links between knowledge. I recognise my own proficiency is inadequate, my focus must be on developing my own digital competency and a better understanding of the digital competence framework.

Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking

The pedagogical principles interlink. Donaldson's vision of graduates from his educational system, are members of society who have a deep cross-curricular understanding, achieved through authentic learning experiences which foster young people able to critically evaluate information and problem solve (2015). Advances in technology mean rote learning of the kind once taught in schools has been recognised as unfit for purpose, rather than teach children content knowledge, children need to understand how to critically evaluate information (Murawski, 2014). With the central role the internet and technology play in modern life it is more necessary than ever that young people are equipped with the skills to be able to evaluate the ever-changing information and its validity. (Murawski, 2014)

Critical thinking skills are difficult to define, the term is widely used but without a clear definition. Robert Ennis has been writing on the subject for 30 years and outlines some of the characteristics expected of critical thinkers, these include (but are not limited to) being: open-minded, considering multiple view-points, evaluating sources, ability to analyse and synthesise information, opinion informed by evidence and an ability to practice metacognition (2018).

Critical thinking is considered a necessary skill but is also argued to encourage deeper learning. Paul and Elder have proposed a model (Appendix 4) in which elements of learning interconnect, like Hattie they advocate for a mastery approach and believe critical thinking is vital to that process. (Hattie, 2008). It is also worth considering critical thinking particularly links to the LLC area of learning, in their report *Oracy Across the Welsh Curriculum* a figure is used to demonstrate how cognitive skills and critical thinking linked directly to oracy (Appendix 5).

Although critical skills are widely accepted as valuable addition to the curriculum there are possible shortcomings. Critical thinking skills are difficult to measure, and as such we are at risk of teaching children to perform what we think critical thinking should look like, as opposed to meaningful application. The application of critical thinking can sometimes disproportionately focus on finding negatives and scepticism. This can enforce an environment where children are reluctant to take a stance as they know a counterargument may follow. Critical thinking has been criticised of creating a move away from truth and belief (Hayes, 2010, Roth, 2010).

Barnes advocates auto-ethnography: qualitative research in which teachers consider their values and personal experiences in relation to their roles as teachers (Barnes 2018). I chose this pedagogical principle because I agree with Murawski: learning to think critically can change the learner's life (2014). Study in the International Baccalaureate programme, in which critical thinking skills are core to the diploma, had a part in shaping who I am. Theory of Knowledge was a compulsory subject in which we were taught metacognition. A conversation I had with my History teacher has always stayed with me – he explained it did not matter if my opinion was in line with consensus, or what he personally thought, what I would be marked on was my ability to have an opinion, articulate it and use reasoning and evidence to support why it was my belief. Being taught from a curriculum that placed critical thinking at its core influenced me and I have recognised I found the application of this principle easier because of my personal enthusiasm for it, taking that into consideration I can infer there is a benefit to developing an enthusiastic stance around all of the principles.

Like all the pedagogical principles this one, covers an extremely vast area, the literature around the subject seems infinite: problem solving, dialogic teaching, creative thinking, philosophy, and more, I can understand why, as my own experience of a decade of working in a corporate environment was that critical thinking and problem-solving skills were crucial in the workplace. My anecdotal evidence is supported by research which finds employers increasingly are looking for soft skills (Donaldson, 2015, Mannion and Mercer, 2018, Murawski, 2014).

Donaldson has recognised critical thinking needs to be progressively introduced through the curriculum. Certain skills such as listening to others, emphasising and being open-minded can be taught from a young age (Massa, 2014). Children being taught to develop oracy skills, and collaborative work are the first steps towards reasoning skills (Mannion and Mercer, 2018). This principle could be difficult to teach to younger age children however I believe I fostered critical skills throughout my lessons, if I was staying with the class, I would focus on developing collaborative skills, especially for problem solving. I believe critical thinking skills have importance as a life skill, but also have value in the learning process (Elder and Paul, 2008).

An important last note to make is the context in which I was in, a predominantly disadvantaged area (Appendix 1), and the national context, where 30% of children are considered to live in poverty (PLASC). Research shows children from disadvantaged backgrounds have less opportunity to engage in quality talk and to develop the skills needed for critical thinking, so it is imperative to encourage this in schools (Mannion and Mercer, 2018).

In 1968 Ausubel defined the most important aspect of education as being ascertaining what the learner knows (cited from Hattie, 2008, pg41) it is essential to work with my class mentor to gain perspective on the children's ability at critical thinking so I can best understand how to develop it.

Conclusion

Successful futures is a helpful synthesis of the research into pedagogical theory, but simply knowing the pedagogical principles is not what is needed for great teaching. Despite having read literature and theory, during placement I struggled to transfer my learning into the classroom. Once the placement was over and I revisited literature, I realised I was already familiar with strategies that could have helped me. Paul and Elder's model of learning (Appendix 3) has helped me simplify my thinking about how different elements are needed for my learning, I need practice at the application of concepts.

I have found particularly valuable considering how interlinked the pedagogical principles are: a question posed to a class can encompass AfL, Critical Thinking and Cross-curricular teaching, the pedagogical principles are not meant to create more work for teachers, considering a more amalgamated approach to the principles as opposed to thinking of the principles as a checklist would be beneficial.

I am disappointed in the overall lack of progress in my implementation of the principles. Most of the examples included are from the beginning of my placement, I lost sight of what I had learnt in university when I began to focus more on my class mentor's guidance. Going forward I need to balance expectations from school and university more successfully.

It is worth noting that in my mid-term review I did have the feedback that at times I am overly self-critical. In this work there is probably an over emphasis on the weaknesses of my application, and I did struggle to articulate or evidence strengths, however at this point of the course I would not expect to be applying pedagogy successfully. Critically reflecting has enlightened me to how overall, I will benefit from blending the theoretical and the practical, learning to better support my teaching practice with literature.

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Appendix 1

Sunday, January 5, 2020 4:37 PM

████████ Primary School is a community school for children aged from three to eleven years. The school is situated in the centre of the busy town of ██████████, a traditional ex-mining community with an established residential area, in the ██████████ approximately eight miles north west of ██████████ in ██████████ Local Authority. The area has a mixture of privately owned and housing association rented properties. Although ██████████ is not a Community First area, there is a high level of economic inactivity in the village and a high level of unemployment. Approximately 55 pupils live in Community First areas and attend the school through parental choice. The area can be described as predominantly disadvantaged with many children living in homes with no working parent and many have single parents.

There will be approximately 425 pupils on roll in September 2019 organised into 14 classes- Foundation Phase pupils are organised according to age and ability and KS 2 according to age with two form parallel classes. There will be approximately 49 part/ full time Nursery pupils. There will be 14 full time teachers, including the Head teacher. To enhance this provision, there are three Grade 7 additional practitioners, along with eight Grade 6 additional practitioners based in the Foundation Phase and one Grade 7 teaching assistant, four Grade 6 teaching assistants and three Special Needs Support Assistants based in KS 2. The school also employs a full time Family Engagement Officer from the PDG.

The school's intake comprises of the full range of ability. PLASC 2018 - 19.4% pupils were identified as having additional learning needs which is slightly below the national average of 22%. Currently 3 pupils have statements of SEN although 1 more is going through the process.

This percentage has remained relatively stable over the four past years.

Appendix 2

Thursday, January 2, 2020 12:42 PM

Assessment for Learning (or Formative assessment):

In [REDACTED] we believe that this is the most effective form of assessment, as it involves the pupil at its core, and is used to shape their learning and develop and inform the teacher's planning.

Formative assessment occurs when the evidence collected is used to adapt the teaching to meet learning needs. This happens on a daily basis during marking and with planning evaluations. This evidence can be collected at the end or even in the middle of an activity, and is therefore more immediate. The feedback pupils receive on a daily basis, from teachers and fellow pupils, is crucial in this respect, always offering positives about the work completed and, when appropriate, the next steps in development. Formative assessment can also be used to identify future targets for the class, group and individual as appropriate within the subject areas.

Appendix 3

Thursday, January 2, 2020

12:43 PM

HOW TO INTEGRATE THE CURRICULA

<i>Model</i>	<i>Definition</i>
Cellular Model	Focusing on priorities of each course
Connected Model	Making explicit connections with each classroom opportunity
Nested Model	Targeting multi-dimensional skills and concepts into one lesson
Sequenced Model	Rearranging sequence when a topic is taught to coincide with a parallel topic in another discipline
Shared Model	Integrating one subject with another through the learner's conceptual eye
Webbed Model	Weaving natural and obvious themes of a subject (such as the work of an artist or writer) into the fabric of a discipline
Threaded Model	Integrating what is taught with cognitive tools, strategies, and technical tools that cross disciplines
Integrated Model	Involving interdisciplinary team discussions when planning curriculum
Immersed Model	Connecting past experiences and prior knowledge with new information
Networked Model	Building new bonds of interest with other experts through networking

Appendix 4

Thursday, January 2, 2020 12:43 PM

Critical Thinking: Strategies for Improving Student Learning Elder, L. and P. Richard Journal of Developmental Education; 2008; 32, 1; ProQuest Central pg. 32

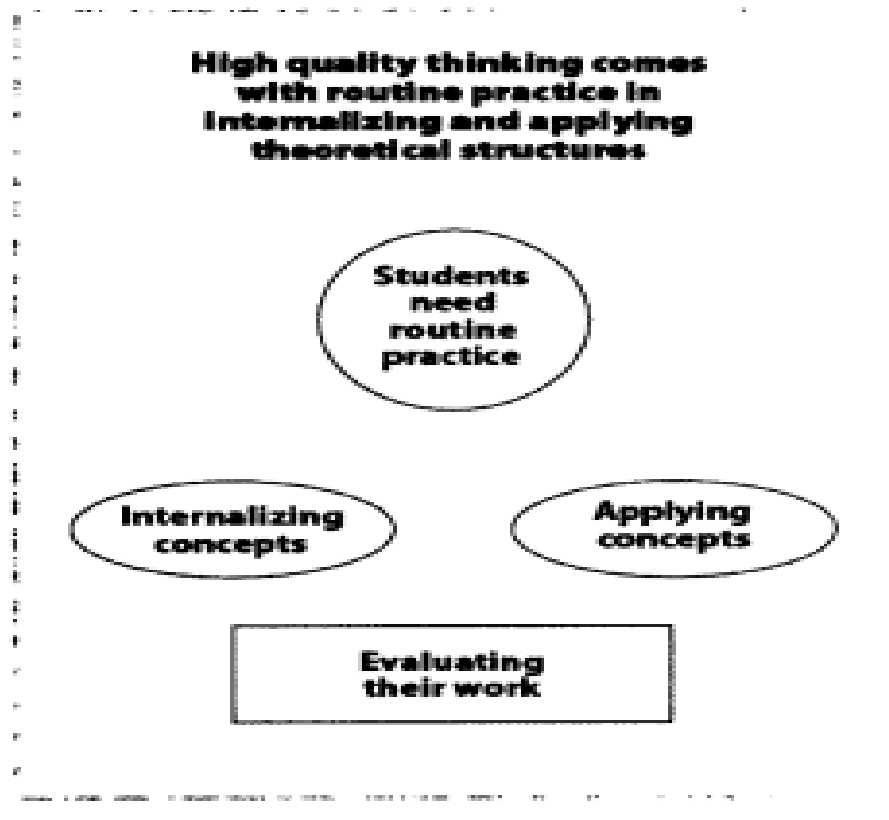


Figure 1. Logically Interconnecting meanings to improve thinking

Appendix 5

Sunday, January 5, 2020 5:10 PM



³⁷ From Millard & Menzies, 2016; framework created by University of Cambridge and School21.