

Overview

Friday, November 1, 2019

11:37 AM

Name: Luke O'Leary

Student number: 1707818

Assignment title: A portfolio which outlines the implementation of three pedagogical principles.

Pathway: Primary PGCE

https://uowtsd-my.sharepoint.com/:o:/g/personal/1707818_student_uwtsd_ac_uk/Es8wlzvugqBJmdpuz_R4hWQByTOVjiLP-1blg9zRP4A9cg?e=nkBofQ

Assessment for learning - Evidence 1 - Kahoot

Monday, December 9, 2019

10:29 AM

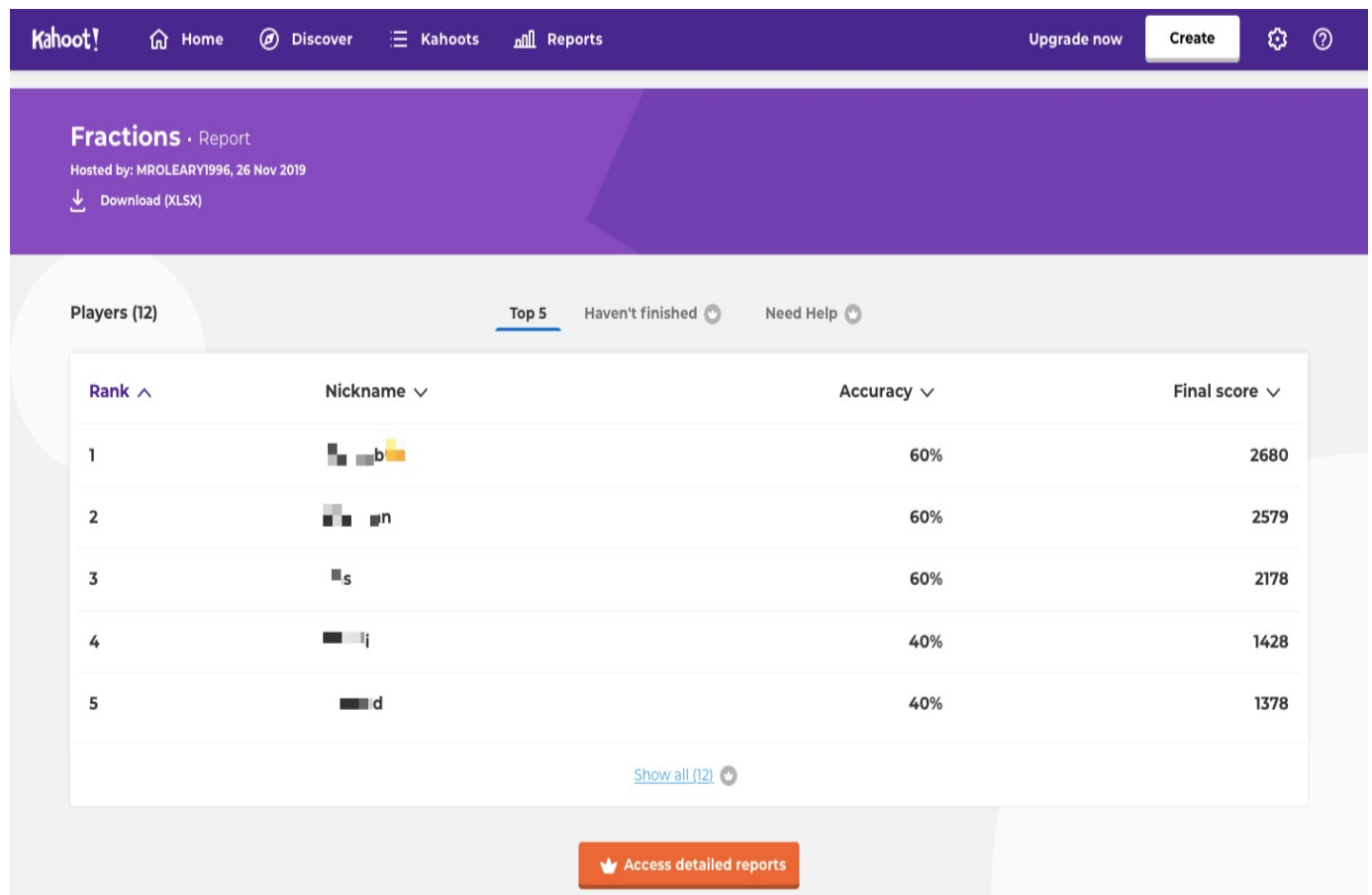


Figure 1



Tuesday -
Maths pla...

Figure 2

The lesson above shows the use of Kahoot as a tool for assessment for learning in a year 6 maths class (lower ability). The focus of the activity was for children to find the fraction of an amount.

In order for me to fully assess children's learning, I conducted a Kahoot quiz at the end of the lesson. I did this because I realised it can be an effective tool for assessing their learning as it produces a graph at the end which highlights the amount of answers children had correct/incorrect and who those children are. From this, I can understand what child needs more support in the next lesson to develop their learning. The University introducing this tool for assessment for learning was effective as all children enjoyed the idea of a quiz and this led to positive engagement, which made it easier for me to assess all children as seen in **figure 1**.

However, the use of this Kahoot quiz did take a long time to set up since the iPads were not charged and children were not following instructions. Therefore, I will make sure that iPads are well prepared when using Kahoot in future lessons to avoid any disruptions that may impact children completing every question in the quiz.

Assessment for learning - Evidence 2 – Peer assessi

Tuesday, December 10, 2019 9:19 AM

Plenary	- 10 minutes – Instruct each group to perform and instruct children to peer assess each group's work. 5 minutes – Instruct children to complete a short quiz.	7. Peer assess another groups work. 8. Share feedback 9. Perform music. 10. Complete quiz.	
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Figure 1



Thursday -
Health and...

Figure 2

In this health and well-being (topic) lesson, I instructed children to peer assess the performance of each group. Within the lesson, year 6 children were required to create a piece of music using African drums and then perform it in front of the class.

I instructed children to peer assess another group's performance so that they are more aware of how to be successful in the lesson and what the success looks like. I decided that this would be the most effective use of AFL in the plenary because the activity was practical (required to perform) and therefore, instructing children to write sentences in books did not seem like the best method, especially when it

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was a group activity. Therefore, verbally peer assessing was the method I chose and this worked well as all children from each group were able to add to each other's points.

One way to improve to the use of peer assessment is to ensure children refer to the success criteria when providing feedback, as some children provided feedback that was not relevant to the learning objective.

Assessment for learning - Evidence 3 – Think-pair share

Tuesday, December 10, 2019

9:20 AM

Plenary

17. 5 minutes – Think pair share -
Ask children why do they think
people choose to drink alcohol.

The above lesson shows a science lesson taught to a higher ability year 6 class. During the lesson, children were required to discuss the effects of alcohol and then answer the question "Why do people choose to drink alcohol?"

The use of think-pair share was successful as it allowed children to question each others answers and this created a more detailed response as they were able to add both opinions to the overall answer. Allowing children to spend 5 minutes discussing this question worked well as the quality of their answers showed that giving them time to think, can lead to more children becoming involved as from previous experience, some children shy away from answering as they need more time to answer questions.

In order to improve this AfL strategy, I will make adapt the time children spend discussing to the question. For example, although children produced quality and in depth answers, 5 minutes was too long as they started to become disruptive and talk off topic after 3 minutes.

In addition, to improve this AfL strategy, I will instruct children to write down their original answer on a whiteboard so that I am able to see all children participating, as opposed to fully relying on their partner.

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Authentic contexts for learning Evidence 1 – Science experiment

Monday, December 9, 2019

10:25 AM



Figure 1

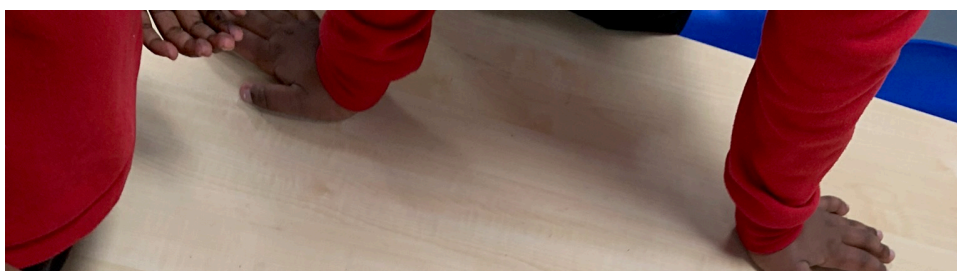




Figure 2

The lesson above was a science lesson with a year 6 (higher ability) group. The focus was for children to conduct experiments to compare the effects water temperature and sugar has on the growth of yeast.

I chose for children to conduct an experiment so they are more able to understand the conditions yeast needs to grow. I explained to children at the beginning of the lesson that yeast is used in the process of making bread. From the investigation, they were able to learn about the conditions that enable yeast to rise which makes the bread rise. This method of teaching worked really well as it allowed children to lead their learning and this led to positive engagement shown in the lesson.

If I had more time during the lesson or in another lesson, I would instruct the children to make their own bread after learning about the conditions yeast needs to grow. This would develop their learning further and also allow them to understand the process of baking.

Authentic contexts for learning - Evidence 2 – Science (Effects of smoking)

Tuesday, December 10, 2019 9:20 AM



Figure 1



Tuesday -
Science pl...

Figure 2

Figure 1 shows the cigarette packets created in a year 6 science lesson (higher ability) to advertise the negative effects of smoking. The focus of the lesson was for children to understand that the dangers of smoking and the history of how smoking has been presented throughout the years to understand the credibility of evidence.

I decided to engage children at the start of the lesson by showing them images of the effects of smoking. I then asked children did they know what the effects were caused from and this led to a good discussion as children revealed different answers and were excited to find out the correct answer. I engaged children this way from feedback received by mentor who suggested that I needed to 'sell' lessons more in science to create curiosity in the lesson. This was successful as it led to children becoming intrigued and positive engagement was shown when delivering the rest of the lesson.

Instructing children to make cigarette packets was effective because they were surprised that people still buy cigarette packets even when there are images on the packets that look "horrible". The children wanted to create the best cigarette packet that discourages people from smoking, and this was an effective way for me to assess what they had learned throughout the lesson.

In order to improve the lesson, I could have added an experiment to show the children the effects smoking has to the lungs. This would have developed their knowledge further as it would allow them to visualise the effect it has towards the lungs. Unfortunately, I did not have enough time to carry this out during the lesson or during the lesson the week after as I was required to move onto another topic.

Authentic contexts for learning -Evidence 3 – Maths (Measuring)

Tuesday, December 10, 2019

9:20 AM



Tuesday -
Maths - c...

Figure 1

The above lesson was a maths lesson with a year 6 class (core). The focus of the lesson was to improve children's measuring skills through the use of a practical activity. Another focus was for children to learn how to convert cm into m.

The practical activity worked really well within the lesson as it engaged children throughout the lesson. I began the practical activity with a hook to capture children's attention. I showed children the statement 'Your height is the same length as your arms stretched out wide' and asked them did they think this statement was true. Lots of children did not believe the statement which led to them being excited to prove it as incorrect. From measuring their height and arms stretched out wide in cm, children were shocked that the statement was true. From this, I asked them to work out what their recordings would measure as in metres, by remembering the conversion rule for cm into m. At the end of the lesson, we discussed the statement and discussed the types of jobs that would require the measuring of height and length of objects.

To improve the lesson, I would add another statement for children to test in order to increase their engagement. I would introduce the statement 'your forearm is the same length as your foot' and instruct the children to test if the statement is true.

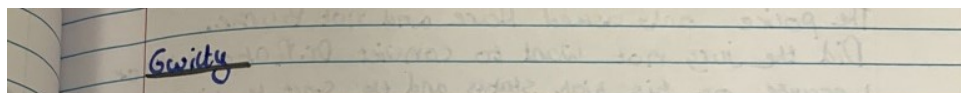
Cross-curricular responsibilities - Evidence 1 – Science (Literacy link)

Monday, December 9, 2019

10:25 AM



Figure 1



December 24th, 1827 was a glorious- glorious day the mariac man, Burke was sentenced to be hanged. The court erupted with cheers and laughs, He were sinally safe. Edingburgh is sinally safe.

The trial was 2 hours of tensity, and with both sides produced gawe outstanding arguments.

The first argument came from Knox's lawyer- lawyer, "How could Knox know they where murdered especially since they there were no clues of violence!" This was a very good argument.

Next, an argument was stated from Burke's Lawyers "Dr. Knox payed Burke to do this, so he isn't sully to blame as everyone knows greed is a dangerous trait!" Then again Burke could have refused. However Hare's Statment put fear in everyone for the rest of there lives.

Luckily, for Dr. Knox eye witness Ann Graye had left a Statment to bewider everyone.

"Blood was everywhere; I wondered around to see a dead body under my bed"

Figure 2

The lesson above (**figure 1**) shows a court case the Year 6 children (Higher ability) performed to highlight possible bias in the trial of Burke. The focus was for children to achieve the learning objective 'to distinguish bias' and 'consider the credibility of evidence' from the science programme of study. However, literacy links came into the lesson as children developed their oracy skills from presenting and their writing skills as they produced a news report regarding the outcome of the case, and therefore had to adjust their writing to suit the reader. This can be seen in **figure 2**.

I decided to create a court room debate in order for children to share the knowledge they gained from the lesson and the lesson previous. This allowed me to understand how much children learnt throughout the lesson and if there are any children who need more support. The school's aim to improve children's oracy throughout the school also influenced my decision to create a court room debate and this led to children concluding by writing a news report regarding the outcome of the case as mentioned above.

Children were engaged throughout the lesson as they enjoyed the idea of

dressing up and performing individual roles to express their knowledge. In order to prepare for the court case, they were required to work independently and as a team to add arguments to the script. This was a successful part of the lesson as all children displayed positive behaviours. However, the task of writing the news report could have been improved by giving children more time to complete the task. For example, not all children were able to complete the news report in time. Therefore, I will make sure that I am more aware of the duration children spend on tasks by setting timers in order to complete all tasks planned.

Monday, December 9, 2019 9:12 PM

Monday, December 9, 2019

9:12 PM

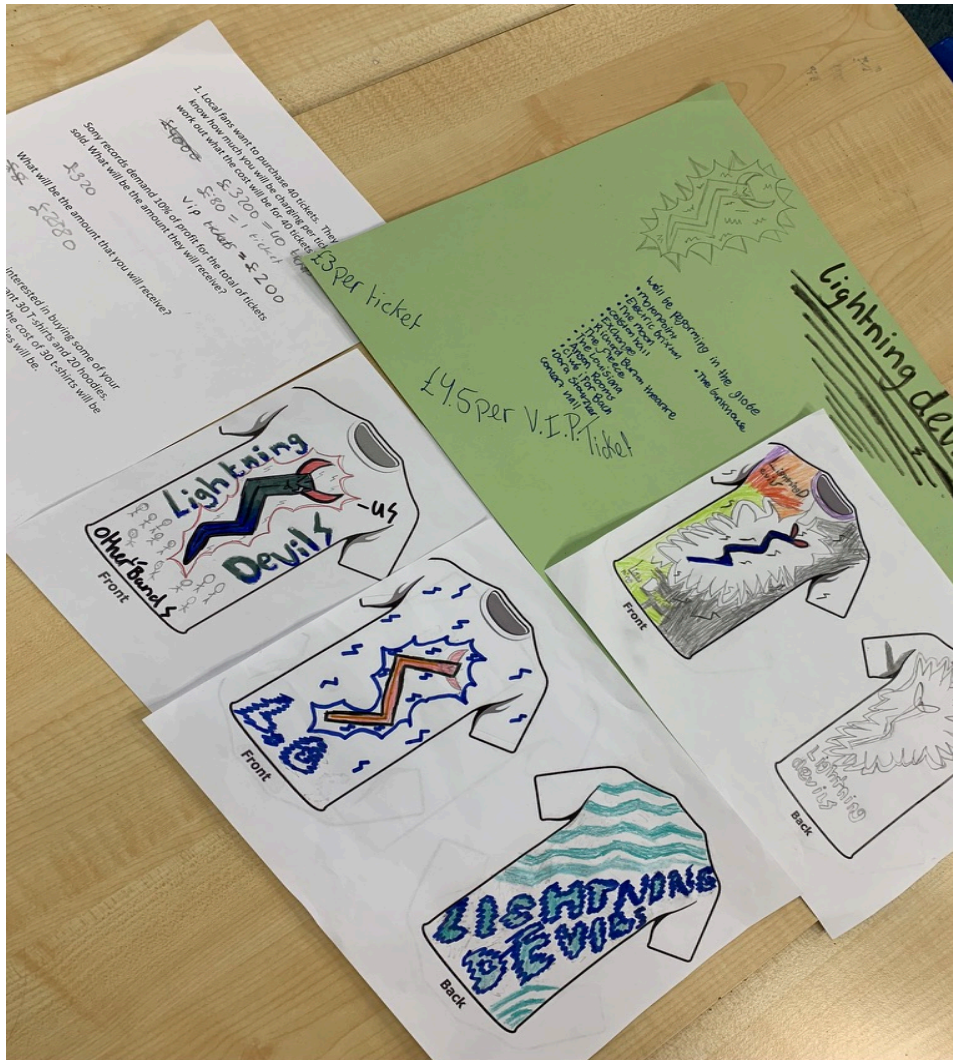


Figure 1



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Figure 2



Monday -
Health and...

Figure 3

This lesson was delivered to a year 6 class as part of their topic lesson. The lesson focus was for children to understand that there are different aspects that make a band. Children were required to use creativity and problem solving within their roles to complete the task. Children were given a variety of roles and this allowed for cross-curricular themes to run throughout the lesson. These were: -

- **Numeracy** – The band were required to appoint an accountant to work out the cost of items, the salary they will receive after tax and the amount they will receive from tickets sold.
- **DCF** – The band were required to appoint a person to use an iPad to research venues their band can perform at (locally and globally).
- **Literacy** – Children were required to present their work to the class and discuss the features of their band.

I decided to introduce individual roles during the lesson to demonstrate to children that team work is not always about working on one task at the same time. It can involve completing different tasks individually to produce an

outcome that benefits the whole team. In this case children were assigned the following roles to complete their band.

- **X3 Designers** – To design T-shirts, hoodies and caps that meet the band's image.
- **Accountant** – To work out the costs of merchandise, tickets sold and salary after tax.
- **Venue researcher** – To find venues where the band can perform.

In order to improve the task, my mentor shared that I could have included profits/losses to meet more numeracy links. This would also improve children's problem solving skills as they would be required to work out the total cost of everything and then takeaway the amount from the percentage 'Sony records' would receive.

Cross-curricular responsibilities - Evidence 3 – Maths (DCF)

Tuesday, December 10, 2019

9:17 AM



Wednesday

- Maths - g...

Figure 1

The lesson above was a maths lesson delivered to a year 6 class (core) and the lesson focus was for children to be able to convert grams into kilograms.

The main activity of the lesson was for children to search for the weight of particular objects/animals in grams, and then use this information to work out the weight in kilograms by remembering that there are 1000 grams in 1kg.

The idea of using iPads in the lesson was successful as it engaged children throughout the activity as they were curious to find out the weight of the objects/animals. For example, as part of the challenge/extension task, I asked children to find out what the weight of 7 sumo wrestlers would be in kg. Therefore they had to problem solve by finding out the weight of a sumo wrestler in grams, convert this into kg and then multiply by 7 to find the weight of 7 sumo wrestlers in kg. They were surprised to find out how heavy a sumo wrestler weighed and this resulted in them becoming eager to work out what the weight would be in kg.

In order to improve the lesson, I would allow children to choose their own objects/animals to find in order to increase their engagement within the lesson. From this, I would also instruct children to create their own challenges for other groups to complete to promote their team working skills.

Critical reflection

Monday, December 9, 2019

10:26 AM

As part of this assignment, I will discuss three pedagogical principals that I have implemented during my first placement of teaching. The placement school is a city based school with approximately 470 pupils and is one of the pioneer schools that is helping the design of the new curriculum. The assignment will highlight the strengths and limitations of the implementation of three pedagogical principles and will make reference to Donaldson's successful futures (2015) throughout.

Since children are only at school for a short period of their lives, Donaldson (2015) argues that it is essential that they are provided with rich experiences that will benefit them later on in life. This has led to the new curriculum being drafted which includes the new areas of learning and the seven pedagogical principles that enable children to develop key skills across all subjects. Additionally, this has also led to the development of the new professional standards for teachers based in Wales and delivering effective practice is considered as the focus point for schools (Estyn, 2018). The three pedagogical principles that will be focused on throughout the assignment are good teaching and learning regularly reinforces cross-curriculum responsibilities, good teaching and learning creates authentic contexts for learning and good teaching and learning means employing assessment for learning (Donaldson, 2015).

Referring to the pedagogical principle of good teaching and learning means employing assessment for learning, Donaldson (2015) reveals that the use of AfL allows teachers to receive feedback about their student's learning, and can use this information to tailor tasks to the child's level. Similarly, Broadfoot et al. (2002) cited in Deluca et al. (2018) describe AfL as the process of finding where pupils are in terms of their understanding, where their understanding should be and what should be done to get them there. Brown (2019) and Donaldson (2015) shares that the use of questioning, giving feedback, peer and self-assessing are one of many different strategies teachers can use to acquire this information. The use of AFL in relation to giving feedback, can improve children's attitudes to learning as providing challenges and next steps can lead to the pupil developing their knowledge (Donaldson, 2015). However, Deluca et al. (2018) argue that there are challenges to teachers delivering such AfL strategies. For example, Welsh Government (2018) share that the workload teachers face can disrupt the process of delivering effective feedback on time. Therefore, Siraj and Taggart (2014) reveal that it is in excellent schools where teachers are able to make sure children understand tasks, and if they are unsure, they will help and adapt the task

to suit their needs. According to Van de Pol et al. (2010) cited in Heritage (2018), questioning enables this process as Persaud and Persaud (2019) share that children are able to gain knowledge by receiving feedback from their answers and could lead to the reason why William (no date) cited in Donaldson (2015) believes that the use of AFL can speed up children's learning. This scaffolding process links to Vygotsky's zone of proximal development (1978) cited in Verenikina (2008) where by the teacher is able to use the feedback to assess what the pupil's performance will be with and without assistance in the task. Welsh Government (2018) add that students enjoy receiving feedback as it allows them to improve the quality of their work as it provides them with the steps to do this. Furthermore, Hattie and Timperley (2007) cited in Brown (2019) agree as they state that students improve their knowledge when they receive feedback that challenges them to reach a particular objective. Peer assessing is an AfL strategy children can use to receive and give feedback but requires children to understand the task to give feedback (Donaldson, 2015). Therefore, it can be interpreted that it may not be effective if a pupil does not understand the task, creating a disadvantage to the partner's learning.

Another pedagogical principle as mentioned previously is good teaching and learning regularly reinforces cross-curriculum responsibilities. According to Barnes (2007) cited in Parket et al. (2012) and Barnes (2015), cross-curricular learning is using skills from a multiple of subjects and applying them to a task. Donaldson (2015) reveals that the cross-curriculum responsibilities are digital competence, literacy and numeracy and these subjects should be taught amongst the areas of learning (Welsh Government, no date). Likewise, The New Zealand Curriculum (2007) cited in Parker et al. (2012) also recognises the importance of this approach by promoting the use of cross curricular teaching. The importance of cross-curricular teaching is expressed by Hayes (2010) as he believes that it makes children's learning more well-rounded since separating subjects can give children the impression that learning is not connected. Donaldson (2015) agrees and states that teachers should not feel that they need to teach one subject at a time, instead, they should link subjects together to allow children to make connections between their learning. Likewise, Barnes (2015) example of cross-curricular teaching corresponds with this, as he shares that looking out of window and having an admiration for the view, has not come from his understanding from one subject. Instead, the admiration comes from an understanding of other subjects such as geography, art, and science. Findings from Siraj and Taggert (no date) show that teachers based in excellent schools ensured children understood how their learning relates to the outside world. Therefore, this follows the views of Parker et al. (2012) who shares that cross-curricular teaching relies on the teacher's efforts to deliver opportunities where children can make links with their learning. Donaldson (2015) adds that teachers should view cross-curricular responsibilities such as digital competence as a natural part of teaching, as opposed to separate subjects. However, Aston and Jackson (2009) cited in Parker et al. (2012) reveal that some teachers are not confident at delivering cross-

curricular lessons as they do not possess enough knowledge in some subjects to do so. Therefore, Barnes (2015) advises teachers to share their experiences of cross-curricular teaching to colleagues, in order for all staff to deliver the creative lessons. This collaboration of working will be important as Jarvis (2009) cited in Parker et al. (2012) addresses the difficulty of being creative to make relevant links across subjects.

The last pedagogical principle that will be focused on is good teaching and learning creates authentic contexts for learning. Authentic contexts for learning is connecting children's learning to the outside world, which will enable them to understand that the skills they are developing can benefit them in real world situations (ACEL, 2016 and Gulikers, 2005). According to Mantei and Kervin (2009), education is not providing opportunities for children to develop skills that will be beneficial to them in their employment. This is supported by the findings of Bastiaens and Martens (2000) cited in Gulikers (2005) and Cambridge University Press (2018) who revealed findings from employers that claimed that young employees possess high knowledge of topics, but do not possess the required skills to problem solve. According to Beauchamps (2012) cited in Donaldson (2015), the high achieving countries report critical thinking and problem solving as one of the most important skills needed for dealing with obstacles in the future. This is because children can reflect on previous knowledge and skills to tackle challenges they face in the real world and use the skills to find solutions (ACEL, 2016). Similarly, Newmann (1991) cited in Nicaise (2000) share that tasks that relate to real life experiences enable children to understand how their learning will be beneficial to them. These real-life experiences can support children's learning as ACEL (2016) convey that lessons that do not allow children to make connections with their learning will lead to children forgetting what has been taught, linking to the views of Roach et al. (2018) who believe that learning is not meaningful if it is not relevant to children's lives. Huang (2002) cited in Gulikers (2005) share that activities which involved the use of problem solving in real life situations motivated adults to succeed in the task. Although this was found with adults, the same can be applied with children as Donaldson (2015) found that children want more relevant lessons. However, Dewey (1938) cited in Williams (2017) believe that education focuses too much on children listening to content that it is not relevant to their lives. On the other hand, Stoof et al. (2002) cited in Guilkers (2005) share that over the last ten years, there has been a drive to shift education from the pressure of requiring children to memorise topics, to a more holistic approach where the development of relevant skills is more focused.

PTE – Implementation of pedagogical principles

Good teaching and learning means employing assessment for learning

During professional teaching experience one, I have implemented the pedagogical principle 'good teaching and learning means employing assessment for learning'

throughout lessons. As seen in evidence one, I have used Kahoot as a tool for assessment for learning. Kahoot is an example of a game based student response system which requires children to complete a quiz in the style of a game show (Wang, 2015 cited in Licorish et al. 2018). This strategy was useful for receiving feedback from all learners as children enjoyed the opportunity of competing with their class mates to place first in the leaderboard. This links with Rodrigo et al. (2016) as it was found that Kahoot motivates students to engage tasks. However, in order to strengthen the effectiveness of this approach and my use of AfL, I will instruct children to show their workings out as Licorish et al. (2018) revealed that the weakness of this competitive approach is that it can result in the children not paying attention to the question because they want to score more points by responding quickly, as opposed to figuring out the correct answer. As discussed in evidence one, the most effective feature of Kahoot was the ability to view graphs which display each child's progress (Licorish et al. 2018). This enabled me to fully assess children's understanding by looking at the statistics of each answer and using this to assess what children need more support. However, I did not teach every maths lesson so it was difficult to support the children who failed to complete all questions. Therefore, to improve this in future practice, I will pass this information to the class teacher in order for children to develop their learning.

Referring to evidence two, the use of peer assessment was another strategy I used as an AfL tool. Peer assessment is the process of children assessing another partner's work (Donaldson, 2015). The use of instructing children to peer assess each group was useful as it allowed children to understand what success looks like within the activity. In addition, it gave me time to focus on other parts of the lesson such as observing children's performance and observing the quality of feedback they receive. Therefore, the use of peer assessment allowed each child to receive feedback and this process is supported by Brown (2019) since he shares that teachers have to deal with over twenty pupils at once, and therefore, responding to each child in a short time scale can be difficult, especially when they need to provide feedback. However, to improve the use of peer assessment, I will ensure children understand that their feedback needs to relate to the success criteria as children were giving feedback that was not relevant to the learning objective. This resulted in some disruption during the lesson which links to the findings of Welsh Government (2018) that students don't always agree with the feedback they receive. Therefore, Heritage (2018) and Jaquith (2019) advise that teachers should teach children how to deliver feedback effectively.

Referring to evidence three, the use of think-pair share was used in the majority of lessons taught to gain information of children's understanding of the lesson. Think-pair share is an AfL strategy where by the teacher asks a question, children think of the answer, share it with their partner and discuss what might be the most suitable answer (Kaddoura, 2013 and Kothiyal, 2013). This strategy was used so all children felt comfortable answering questions because during the first lesson I taught, I found that some children did not like answering questions because they

were not confident with their answer. However, think-pair share tackled this as children shared answers with their partner and decided what they would like to share together to the class. According to Whimbey and Lochhead (1986) cited in Kaddoura (2013) this strategy increases children's problem solving and analytical skills as the process of listening to other ideas and discussing them allows children to understand that there may not always be a correct answer to a question. Becoming critical thinkers is a skill that needs practicing and therefore, teachers should provide opportunities for this to take place. However, this strategy was difficult for me to assess every child fully as it is difficult to observe every partner since there are over thirty pupils in the class. Therefore, Lantz (2010) cited in Persaud and Persaud (2019) reveal that some children may be not be able to contribute fully if their partner is dominating the discussion and this may also lead to children over relying on their partner for the answer. To avoid this from occurring, I will follow the advice from Kagan (2001) cited in Kaddoura (2013) who advise to instruct children to write down their answers so that the teacher can make sure all children are participating.

Good teaching and learning creates authentic contexts for learning

As previously mentioned, I have also implemented the pedagogical principle of 'good teaching and learning creates authentic contexts for learning' throughout PTE one. Science and maths were subjects that I regularly included authentic contexts for learning as seen in evidence one, two and three. From allowing children to conduct experiments, they were able to lead their own learning and as a result, all learners were engaged within the lessons.

In order to improve this strength of providing opportunities for children to lead their own learning, I will make sure that I set questions to activities for children to find out, as opposed to giving them the answer. For example, in the yeast experiment I explained to children the factors that affect the rate yeast grows at. However, instructing children to find the factors out themselves would have allowed them to become active inquirers and this leads to the views of ACEL (2016) who share that lessons should include challenges which require children to problem solve and make sense of, instead of given the answer. Similarly, Renzulli et al. (2004) cited in Rule (2006) agree and state that authentic tasks should provide challenges that do not have an obvious answer. However, Gott and Duggan (1995) cited in Cumming (2003) argue that children should be given some degree of assistance when involved in experiments and therefore, I will assess children's understanding in the lesson before providing assistance. Another strength of maths and science investigations seen in evidence one and three is that allowing children to conduct the investigations created lots of discussion as each group shared their findings with the class. According to Rule (2006), such experiments allows children to increase their thinking skills as they begin to reflect, ask questions and draw conclusions about the results.

Allowing children to investigate statements in maths was also useful as they enjoyed the aspect of measuring each other to confirm or discredit the statement. In addition, this use of a practical activity supported children's learning of

in addition, this use of a practical activity supported children's learning of converting measurements as they were intrigued to find out the length from cm into metres. This later generated discussions of the types of jobs recording measurements involve, and children were able to see the relevancy in their learning. This follows the beliefs of Nicaise et al. (2000) cited in ACEL (2016) who reveal that all lessons should include some degree of relevancy in order for children to develop their problem-solving skills that will be useful in the real world. Gulikers (2005) and ACEL (2016) agree as they state that authentic learning experiences enables children to deal with real life situations that will better prepare them for their future employment.

Good teaching and learning regularly reinforces cross-curriculum responsibilities

Good teaching and learning regularly reinforces cross-curriculum responsibilities is also a pedagogical principle I have implemented throughout lessons during PTE one. As seen in evidence one, I instructed children to share their scientific knowledge through acting out a court case. This worked well as it allowed children to improve their knowledge in science, as well as to improve their oracy skills, which is a skill that features on the school's improvement plan. Allowing children to share their ideas and present them to the class created confident speakers as they were able to discuss what makes a well-presented speech. Donaldson (2015) cited in Mercer and Mannion (2018) reveals the importance of developing oracy skills by sharing his belief that it is the root to children's thinking and learning. Cambridge University Press (2018) believe this occurs because language enables children to interthink, and therefore, new learning can be created as children will gather ideas from other children. Furthermore, these views also link to the views of Vygotsky (no date) cited in Cambridge University Press (2018) who shares that language develops children's thinking for the rest of their lives.

Referring to evidence two and three, I also implemented the cross-curricular responsibility of digital competence within lessons. Including the iPads and chrome books within activities worked well as children expressed their enjoyment when using these screen-based devices in lessons and this led to positive behaviours shown in class. Instructing children to find out information was a success as this led to children leading on their own learning and using their problem-solving skills to complete the challenges such as filtering websites to narrow search results. Donaldson (2015) and Gulikers (2005) support the use of these devices as he reveals that teachers should provide opportunities for children to improve their knowledge and skills of digital technology. However, further development is needed regarding the implementation of digital technology as the children asked to use Minecraft to construct their bands image for the lesson displayed in evidence two. However, I was not confident enough with the use of Minecraft to teach children how they could achieve this, and therefore did not use it. Therefore, I will follow the advice from Education Endowment Foundation (no date) who share that the use of digital technology requires training so that

teachers can use it effectively to progress children's learning.

From lessons taught during PTE one, the benefits of implementing the three pedagogical principles discussed has been clear. For example, through providing authentic learning experiences, children have shown positive engagement through activities that promote discovery. Wornyo et al. (2018) supports this as he believes learning is greater achieved through activities that promote doing as opposed to listening. This was evident during science lessons as children gained an insight to the job of a scientist and constructed their own knowledge, which follows the views of Rule (2006), who argues that science lessons should also allow children to make connections between investigations and real-life situations, as well as the job of a scientist. Following this, Cumming (2003) adds that from conducting experiments, children will be able to understand how scientific explanations are drawn and how debates can arise from this. Referring to future progress at implementing the pedagogical principles, Donaldson (2015) reveals that employers want their future employees to be competent in digital technology, and to use it to complete problem-solving tasks from creativity. Therefore, I will aim to implement the use of technology more in lessons in order to improve the children's skills that will prepare them for their future employment. However, I am mindful that of the views Gulikers (2005) who share that the cost of technology may restrict these types of lessons being implemented. Therefore, I will conduct research into delivering creative lessons that produce similar skills from the Digital Competence Framework without the use of a screen based device.

References

Monday, December 9, 2019

10:26 AM

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