

Overview ECAD6008

Monday, 9 December 2019 10:17

Professional and Pedagogical Studies- **Leading the Learning: what, how and why am I teaching?**

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.

Name: Sali Jones

Student Number: 1902776

Pathway: P-PGCE

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1902776_student_uwtsd_ac_uk/EpPfNQp_VR1IqNnvMISrdxwB68U6fUwDNjtz1z8Qg63g8Q?e=qy1gtf

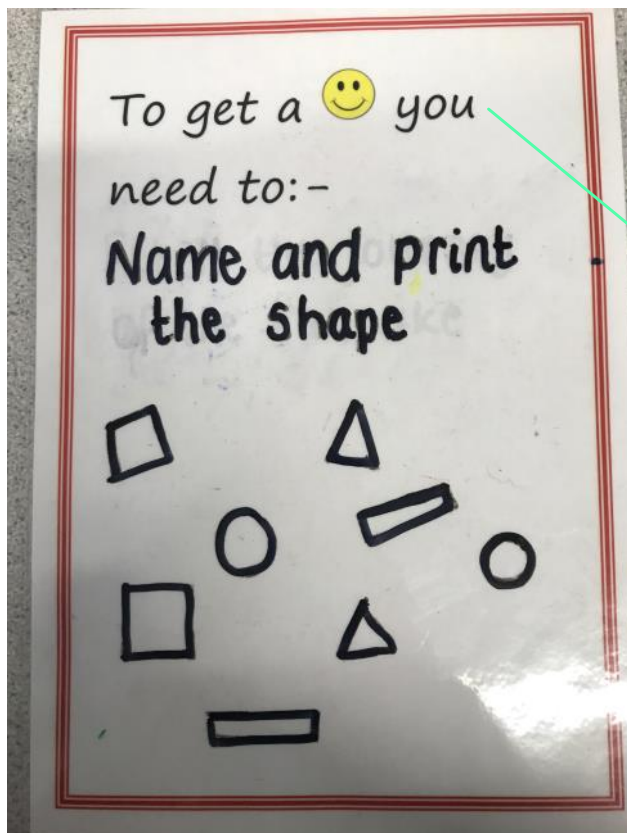
Targets from previous assignment:

	Target	What have you done in this assignment...
Target 1	Make sure you keep to the brief - the Methodology section, for example, should have been more detailed.	I have read the assignment brief, and constructed a plan in relation to the brief. I tried to be as detailed as possible across the 3 pedagogical principles.
Target 2	Consider developing counter arguments further.	Researched for journals to develop and support counter arguments. And whether my practice supports or contradicts the literature.

Illustrative example 1- Sharing criteria with learners

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Image 1- Success criteria

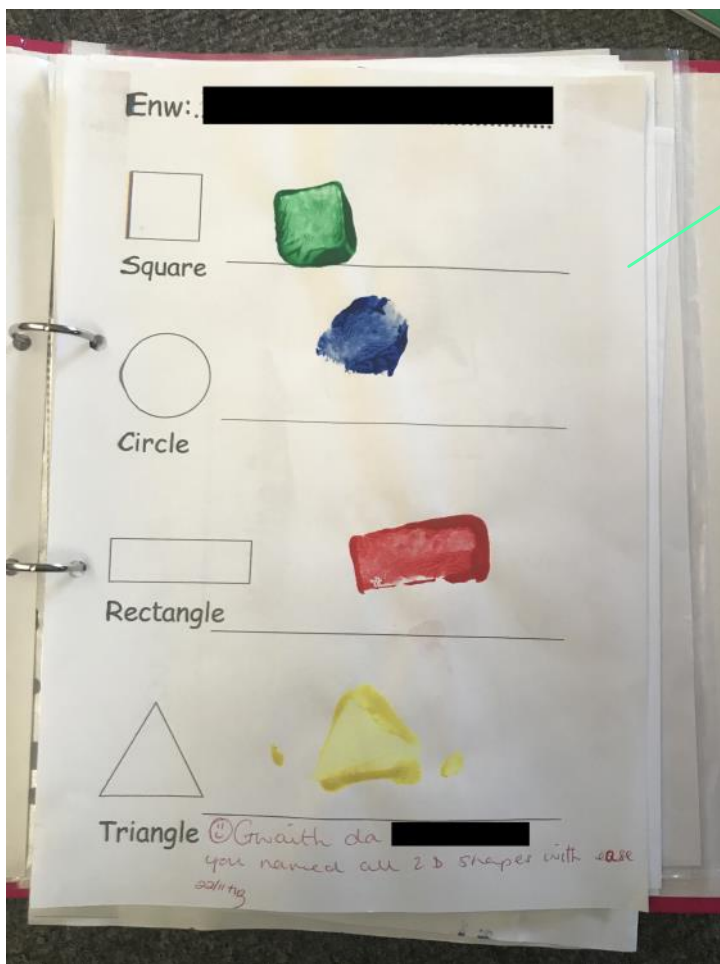


This is an example of how I presented the success criteria with my Reception class. This example was taken from a maths lesson (Learning Outcome- To identify 2D shapes). Children had to choose the shaped sponge that matched the images on the worksheet (see image 2), and used the paint and sponge to print the shape.

I decided to use key words and to make the success criteria as simple as possible to aid understanding. As my placement developed I was able to link the key words to the sounds they had learnt during read, write ink, some children were able to pick out the sounds of the letters within the sentences.

I would go through the success criteria before beginning the activity. The success criteria was displayed throughout the activity therefore children could refer back, and check if they were on track. After completion of a task I would model how to assess their work using the success criteria.

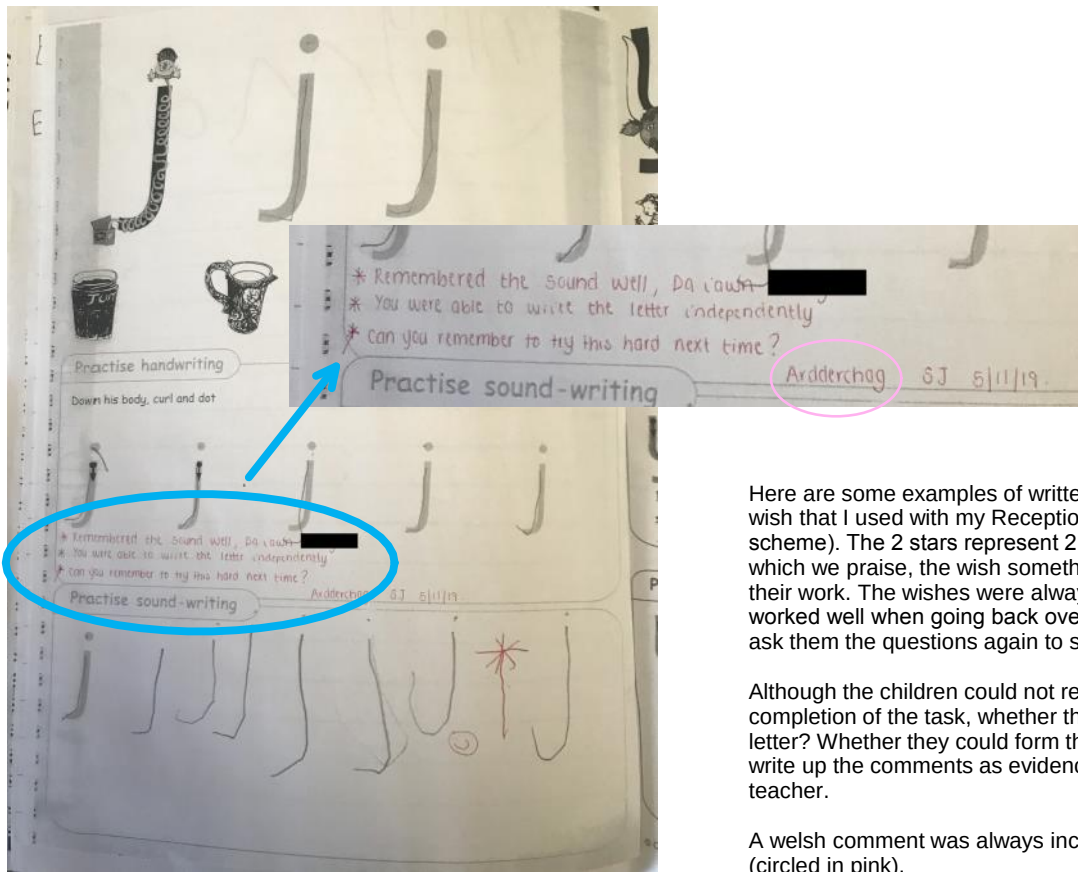
Image 2- Worksheet



Here is a piece of work a pupil had completed in line with the success criteria. Using the success criteria children could access their work against it (self-assessment).

Illustrative example 2- Use and quality of feedback

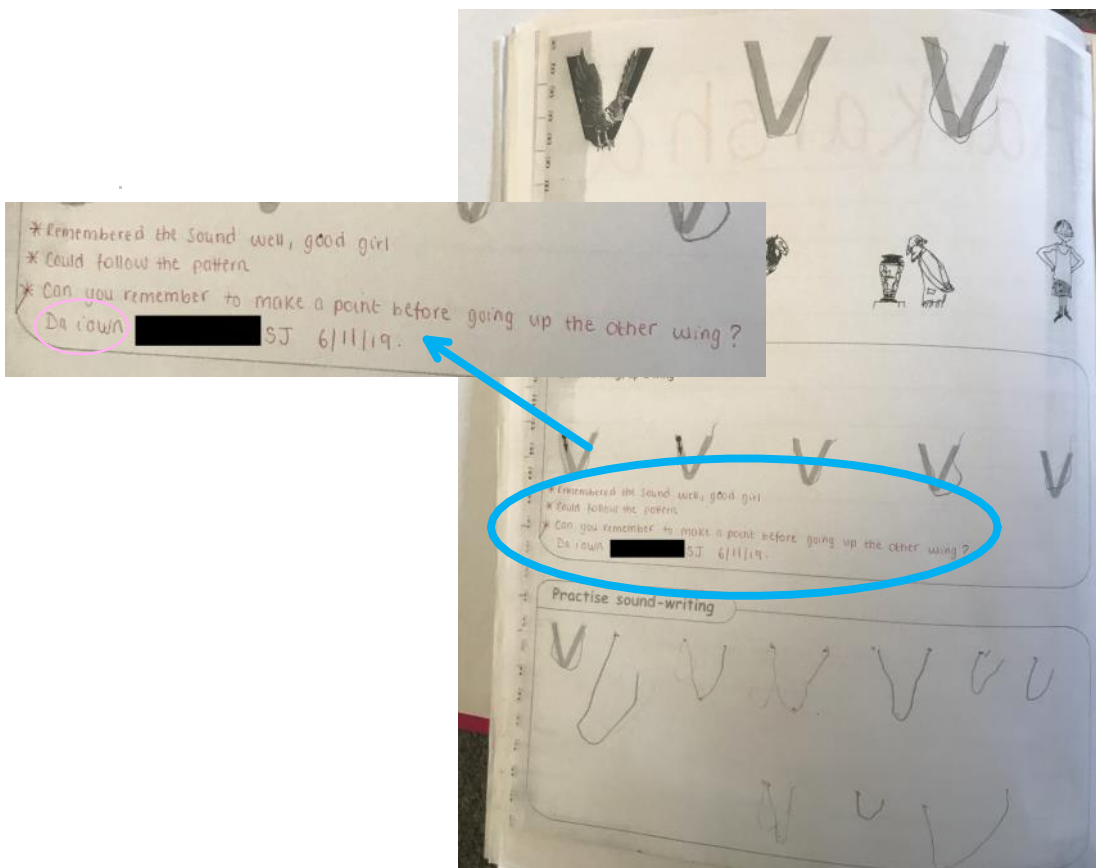
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Here are some examples of written feedback in the form of 2 stars and a wish that I used with my Reception class (in line with the schools marking scheme). The 2 stars represent 2 positive aspects of the child's work which we praise, the wish something they could do next time to improve their work. The wishes were always put in the form of a question. This worked well when going back over the children's work with them we could ask them the questions again to see if they had made progression.

Although the children could not read oral feedback was given after completion of the task, whether they could remember the sound of the letter? Whether they could form the letter independently? Then I would write up the comments as evidence for progress, for the child and class teacher.

A welsh comment was always included to incorporate incidental welsh (circled in pink).



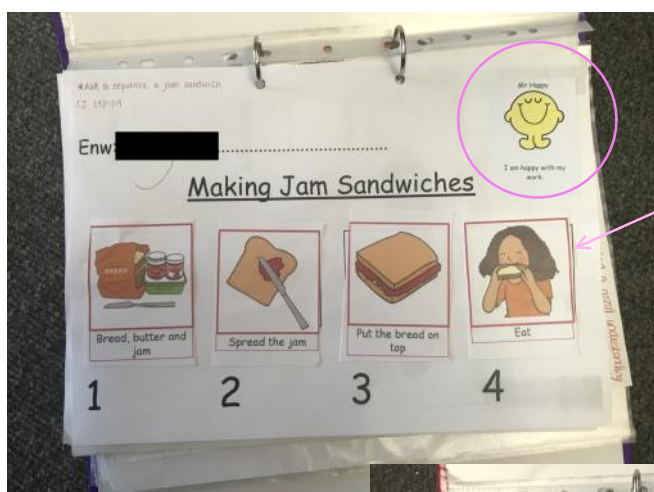
Illustrative example 3- Peer and self assessment

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Here are the stickers the children could choose from:

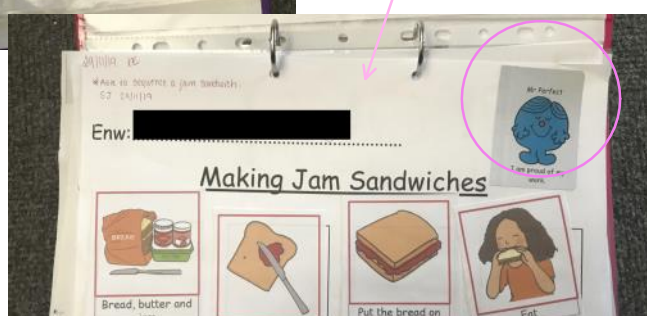
- Mr Perfect-** I am proud of my work
- Mr Busy-** I tried my best
- Mr Happy-** I am happy with my work
- Mr Lazy-** I could have tried harder
- Mr Rush-** I need to slow down and take more care
- Mr Messy-** I need to be neater and tidier



Here are examples of self-evaluation at Reception level. After completing a written task children would chose a sticker that they thought best represented their work from the image above.

To encourage critical reflection we would ask the children why did you chose that sticker? Any comments they mentioned regarding their work either positive or areas they wanted to improve, I would write down on their work in green pen to highlight self-evaluation.

To peer evaluate, we asked the children to look at the persons work sitting next to them, they had to think:
-whether they agreed with the sticker
-if not why??



Wash is sequence 6 jam Sandwichs
62 24/1/19

Enw: [REDACTED]

Making Jam Sandwiches



Bread, butter and jam

1



Spread the jam

2



Put the bread on top

3



Eat

4



Illustrative example 1- Topic lesson- What toppings can you put on pancakes?

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Here is an extract from a Topic Lesson plan with a Reception class. The topic of the term was Scrumptious. Topic work was based around pupils voice. The lesson focus of this particular session was 'what toppings can we put on pancakes?' Activities work around a carousel format.

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Y Dreinfoel Dewi Sant
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Institute of Education
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APLP
PDPA

Lesson Plan Phase 1
Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Sall Jones	Class:	Reception
AoLE or Subject	Topic- Food	Date:	18/11/19
Lesson Focus:	Pupil's voice- What toppings can we put on pancakes?		
Meaningful links to Curriculum	Express what they like and dislike. Talk about things they have made, adding some description. Understand that the print carries meaning and is read left to right, top to bottom. Use pictures to aid understanding of text. Move in different directions (with the beetbot).		
Meaningful links to Cross Curricular Responsibilities	Literacy: Acting out the 'runaway pancake' story. Numeracy: Counting the steps of the beetbot and creating a pictogram 'Our favourite pancake topping' on the interactive white board. DCF: Programming the beetbot to move to the different animals.		
Personal Targets (Linked to QTS and identified in weekly review)	Try to include as much incidental Welsh as possible		

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
What toppings can we put on pancakes?

2. Acting out the story of 'The Runaway Pancake' Using the masks of the animals, children will reenact the story. Retelling the story in a simple way, using pictures to support. Children can choose what animal they want to be. Working together- allocating roles. Developing oracy skills.	To get a smiley face ☺ you need to retell the journey of the pancake. Ask children what happens in the book? -what is the first animal the pancake sees? -sequence out the journey of the pancake (use visual aids and the book to familiarise the children). Record- as evidence of work (Literacy and Expressive Arts).	- Masks - Book/visual aids
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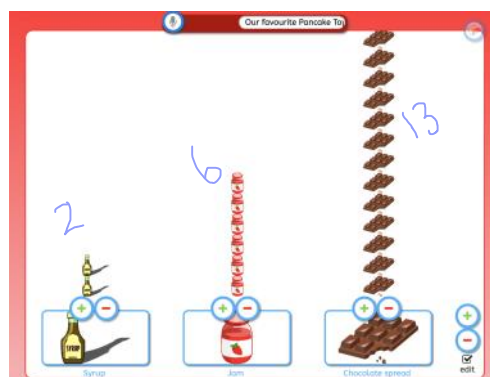
Literacy

In this activity literacy was being developed, children learn to recall and retell the story in its proper sequence (cited in LNF, 2008). They learned skills of negotiation by discussing who played the various roles.



Digital Competency

Children were given a beetbot and a sequence card of all the animals the pancake saw on his journey. Children had to count the squares to each animal and programme the beetbot. In line with the DCF (2008) the ability to control devices by giving them instructions and listening to instructions given by another peer (problem solving and modelling element of DCF, 2008).



Numeracy

Here is an extract from a Topic Lesson plan with a Reception class. The topic of the term was Scrumptious. Topic work was based around pupils voice. The lesson focus of this particular session was 'what toppings can we put on pancakes?' Activities work around a carousel format.

This was taken from a plenary. Ask a class we created a pictogram to represent the class 'favourite pancake toppings'. Children came up to the computer and inputted their opinion. We started to discuss and express our likes and dislikes (LNF, 2008). Children used direct comparison between the length of the bars, analysing the information. As you can see from the graph we counted all the images in each line, we could see that because 13 children chose chocolate, that was the class favourite.

Illustrative example 2- Topic lesson- How do we make ice cream?

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Here is an extract from a Topic Lesson plan with a Reception class. The topic of the term was Scrumptious. Topic work was based around pupils voice. The lesson objective was 'how to make pancakes?' Activities work around a carousel format.

Prifysgol Cymru
Y Ddrindod Dewi Sant
University of Wales
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Yr Athrofa
Institute of Education
Adding i Gymraeg Education for Wales

APPL
National Academy for Learning and Progress

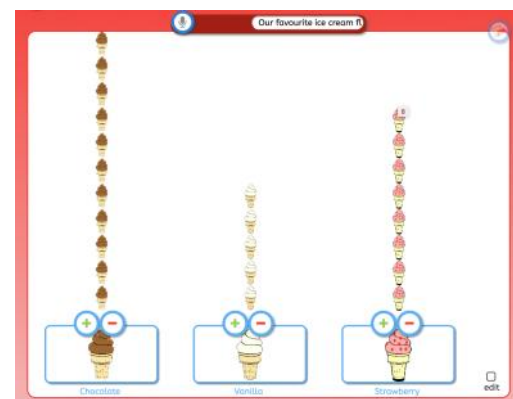
Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Sali Jones	Class:	Reception
AoLE or Subject	Topic- Food	Date:	8/11/2019
Lesson Focus:	Pupil's voice- Making ice cream		
Meaningful links to Curriculum	Show that they understand basic instructions. Contribute to role-play activities using relevant language.		
Meaningful links to Cross Curricular Responsibilities	Numeracy: Measuring out the ingredients Literacy: Discussing in pairs how they made the ice cream DCF: Creating a pictogram "Our favourite ice cream" on the interactive white board		
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: How to make ice-cream (Pupils voice)

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
I can discuss how to make ice cream.	Be able to describe how we made the ice cream, following the pictures to aid understanding of text (combining senses).
I can predict whether I like a particular flavour.	Be able to explain what flavours I like, and possible reasoning to why your prediction



Digital Competency

We created a pictogram to represent the children's 'favourite ice cream flavour' from the ice cream tasting. Children came up to the computer and inputted their opinion. We started to discuss and express our likes and dislikes (LNF, 2008). Under the data and computational thinking strand within the DCF(2008) children began to classify objects using one criterion. Children began to interpret the information and begin to explain what the bars represent (e.g the longest bar= the favourite, the shortest bar= least favourite).

3. Talking about how they made their ice cream (oracy) In partners/ small groups discuss the process of how we made the ice cream.	If children are struggling prompt them with questions e.g what ingredients we used? What happened when we started to mix?
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Literacy

Developing their oracy skills, speaking audibly. After making the ice cream as a class, children discussed how they made it in pairs. Using their senses to recall information. Children interacting with their peers and retelling the steps in the correct order.

Children were using the relevant language in the role play area. This particular week the role play area was turned into an ice cream parlour.

Making ice cream

You will need:

- 300ml cream
- 2 tbsp caster sugar
- 1 tsp vanilla essence
- 2 trays of ice cubes
- 6 tbsp rock salt

Numeracy

We spoke as a class about the ingredients, and what was familiar to them. Children had a chance to use their senses to explore the ingredients. I put the image up on the interactive white board, children recognised the numbers (1-10- linking to LNF, 2008- read numbers up to 10). We compared the numbers and discussed which number was the biggest/smallest and how we knew this by ordering the numbers. We then measured out the ingredients as the class and made the ice cream.

Illustrative example 3- Planning for weekly enhanced provision

Tuesday, 10 December 2019 18:55

Y darpariaeth hon i nodi swithareddau cyfoethogi a chynnwys amcanion dysgu pan yn briodol. Dylid nodi lleoliad y ddarpariaeth (tu mewn/tu allan). Student Teachers should complete boxes for planned enhanced activities including learning objectives where appropriate. They should indicate whether such provision occurs indoors/outdoors.				Dyddiad /Date: 18/11/19
Ardal Darllen/ Reading Area Book- Put 'The Little Red Hen' the book in the corner along with the animal masks Encourage children to act out the book- using the picture cards/book.	Ardal Darganfod/ Discovery Area Shape detective- an activity with shaped magnifying glasses Children will go around the classroom to try and find as many shapes as they can.	Ardal Mathemateg/ Mathematics Area In the turf tray create same slime. Put the shapes within the slime, children can try and find as many shapes as they can and begin to sort them.	Ardal Cerdd/ Music Area	Ardal mas ti fas/ Outdoor Area Shape hunt in the outdoor environment- Using some large cut out 2D shapes explain to the children that you are looking for things in the environment that are shaped as a square, circle, triangle etc. Allow the children to try out different items against the cut out shapes to compare.
Ardal Corfforol/ Physical Area Using tape mark out a square, circle, rectangle and triangle. Using a dice replace the numbers with shapes. A child rolls the dice whatever shape it lands on they must go to that shape.	Ardal Chwarae Rôl/ Role Play Area Café- linking to topic of food. Encourage children to use vocabulary learnt within the lessons. -use frying pans- linking to pancakes.	Wrth y bwrdd/ Table top Use road tracks formed in different 2D shapes laminate them and stick them to the tables. Children can use toy cars to go around the tracks. -which shape has more corners?	Ardal Gwneud Marciau/ Mark Making Area Using chalk to mark out/draw shapes on the yard.	Ardal Creu / Creative Area Cut out a variety of 2D shapes from a range of materials- children can use these shapes to create a picture.
Ardal Tywod/ Sand Area Bury a variety of 2D shapes in the sand pit- children can dig and try and find as many shapes as they can. Sorting them into properties.	Ardal Dŵr/ Water Area	DCF Area Programming the beebot to different shapes following the picture instructions.	Ardal Toes/ Dough Area Using the play dough to explore what different shapes the children can make. Children could use shape cutters. Use picture cards of shapes for modelling.	Ardal Adeiladu/ Construction Area Use paper with an outline of different 2D shapes. Using sticks children can construct the shape either on top of the paper or independently.

Here is an example of a weekly enhanced provision with a Reception class. Each zone represents an area of learning from the Successful Futures document (Donaldson, 2015). See circled zones:

- Reading area- Language, literacy and communication
- Maths area- Mathematics and numeracy
- Role play area- Language, literacy and communication
- DCF- Digital competency

Each zone had a challenge for the children to complete, children had the choice of what challenge they wished to undertake. Challenges were either linked to the class theme (Scrumptious) or the weekly maths topic. Challenges made links to the real world, creating a meaningful and rich context. I decided to include literacy, numeracy and digital competency because I found it difficult at times to include all 3 cross curricular responsibilities into all my lessons. Therefore, if there was a lesson where I could not incorporate a cross curricular responsibility, children could still do so within the enhanced provision zones. Enhanced provision activities were available for children during the week, and children could immerse into the activities independently.

Illustrative example 1- Where can you buy bread from? Trip to Jenkins

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Topic work is solely based around Pupils Voice. 'Dysgu gyda' gilydd' board are in every class room and represent Pupils Voice ideas of the upcoming topic. This term the topic was 'Scrumptious'. At the start of a new topic children are introduced to the theme and ask any questions that they want to know regarding the topic. Statements in **red** are what children already know about the topic and the questions in **green** are what the children would like to find out. The questions then form the learning objectives of the session.



Areas of Learning	
Humanities	Yellow
Expressive Arts	Green
Health & Well-being	Red
Science & Technology	Blue
Mathematics & Numeracy	Red
Languages, Literacy & Communication	Red

Key:

The colours next to the questions represent the Area of learning that can be developed within that lesson focus. This links to another pedagogical principle, *good teaching and learning ranges within and across areas of learning and experience* (Donaldson, 2015).

Here is one particular example, one of the children wanted to find out 'where can we buy bread from?' Instead of listing supermarkets we could buy bread from. I decided to take the children into town to Jenkins, so children could first-hand experience where they could buy bread from and had the opportunity to see how bread was made. They were involved within the experience creating a more meaningful context.

Illustrative example 2- Making ice-cream (pupil voice)

Tuesday, 10 December 2019 15:36



Here is a topic lesson with Reception. The lesson focus was around 'how to make ice cream?'

We made the ice cream as a class. We measured out and spoke about the ingredients, and together made the ice cream. Children participated in making the ice cream by shaking the bag. We spoke about the change in the mixture, about how the cream turned into a solid.



Ice cream colour chart.				
red	+	white	=	pink
yellow	+	red	=	orange
blue	+	yellow	=	green
red	+	blue	=	purple

To explore the different colour ice creams, in this activity children used the instruction cards to mix to colours to create a new colour. We discussed how mixing colours can result in creating a different colour. We discussed and identified the colour created and what this ice cream flavour could be. For example, red + white = pink: strawberry flavour.

Ice cream tasting.	
strawberry	
chocolate	
vanilla	
My favourite ice cream was	
strawberry	

Here we taste tested three flavours of ice cream (strawberry, chocolate and vanilla). Children recorded whether they liked or disliked each flavour using the worksheet. Children expressed their likes and dislikes, offering reason.

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Here is a topic session I covered with Reception over two lessons. We focused on 'what topping can you put on pancakes?' and 'how do we make pancakes?'

The pupils will learn to:

How do we make pancakes? (Pupils voice)

The pupils will learn to:

What toppings can we put on pancakes?



To start the session I used a stimulus to engage discussion. I placed the pancake ingredients on the carpet (milk, eggs and flour). We discussed the ingredients and what we could possibly make with them. One child suggested we could make pancakes. Using the pupil voice board I could link the lessons focus to what the children wanted to find out. We measured out the ingredients and followed the picture instructions to make the pancakes.

Ergebnis: _____

Pancake topping tasting.

	I think....	I know...
jam 	 	 
chocolate 	 	 
syrup 	 	 

My favourite pancake topping was....

jam

chocolate

syrup



Here we taste tested three different pancake toppings (*jam, chocolate and syrup*). Children predicted whether they thought they may or may not like. Children tasted each topping recording whether they liked or disliked each flavour using the worksheet. Children expressed their likes and dislikes, offering reason. We discussed why their predictions might have changed e.g. Child X thought they would not like syrup because they had never had it before, after tasting they realised they did in fact like the taste.

Critical Reflection

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Introduction

This assignment aims to critically reflect upon my implementation of Donaldson's (2015) pedagogical principles, over my Professional Teaching Experience part 1 (PTE1). My placement took place in the Foundation Phase, in a reception class with 24 pupils (3:1 boy to girl ratio) and 2 teaching assistants.

Reflection plays a crucial part in the methodology of teaching and learning within the classroom (Biesta, 2019). It is essential as teachers to reflect on our practices to put forward strategies in order to improve, to allow professional and personal development (Professional standards for teaching and leadership, 2019). It allows a greater understanding of the pedagogical values and creating a learning culture best suited to your class.

The three pedagogical principles I will be discussing are assessment for learning, cross-curricular responsibilities and authentic contexts.

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Pedagogical principle: Good teaching and learning means employing assessment for

learning principles.

There has been an increased interest in the evolution of assessment for learning (AFL) and how we can use these strategies to advance children's learning within the classroom (Wiliam, 2011). Research has displayed how the use of AFL can boost pupils achievement. With the continuous role of the teacher, gathering and interpreting evidence of pupils' learning to create a learning culture best suited to them. In order to identify where the pupils are at in their learning, and determine their next learning goals and the best ways to achieving them (Black, Harrison, Lee, Marshall & Wiliam, 2004). This is reiterated through the Successful Futures document (Donaldson, 2015), to raise standards and nurture ambitious, capable learners.

Class activities worked around a carousel format. At each activity there were success criteria cards written up (see AFL illustrative example 1- success criteria). Reflecting back over my PTE part 1, at the beginning I found I was over complicating the success criteria I was focusing on writing as much as I could fit onto the card, which in fact was a hinderance as I was actually missing my target audience. This was a Reception class, this overload of information was difficult to bridge the connections between what I was asking the children to do in each activity. The Welsh Assembly Government (2010) suggests using a clear and achievable success criteria, linking to smarter learning goals. I decided to use simple language and

highlight the key words, I found this worked better as the children were beginning to recognise and pick up on these words and applying them into the activity, allowing higher order thinking. During the activities I would refer back to the success criteria, while the more able children could do it independently.

On PTE1 I was responsible for marking the work I had set within my lessons (see AFL illustrative example 2- feedback). I marked the children's work by following the marking scheme set out by the class teacher, giving written feedback in the form of 2 stars and a wish. Hattie & Timperley (2007) have argued that written feedback in the form of comments can provide pupils with specific information regarding their understanding which can make them progress significantly within their learning.

On the other hand there is research to contradict suggesting that written feedback can often lead to misunderstanding the meaning of the comments, and pupils are therefore, unsure how to bridge those connections in respect to their own work (Glover & Brown, 2006). I found this was the case for some children within my class, looking back over their work they were receiving the same wish (i.e target) over continuous weeks. Oral feedback is arguably a stronger influence in pupils learning (Kerr, 2017). I agree with this statement to an extent but, I also believe it is down to the age of the pupils. As I had a reception class these comments in written form would not have resonate with them as they would not have understood the context,

compared to a key stage 2 class. I found oral feedback more beneficial as it allowed the children to ask questions and justify their answers, while feedback was being given, facilitating the teacher-pupil dialogue.

Researchers (e.g Burnett & Mandel 2010) have acknowledged the importance of both teacher-pupil and pupil-pupil feedback as being an essential strategy of AFL. This is further supported by Donaldson (2015), teachers need to incorporate both self and peer assessment within lessons to encourage pupils to take responsibility of their own work. Research has shown that pupils make more progress when they are actively involved in their own learning and assessment (Harrison, 2015). One strategy I used which worked well was the self and peer assessment stickers (see ALF illustrative example 3- self-evaluation).

Piaget highlighted the importance of children taking an active role in the learning process, he argued that children learn from each other through social interaction (Woolfolk, Hughes & Walkup, 2013). Researchers have found that peer assessment can be more effective than marked work by a class teacher, as they found pupils are more likely to listen to each other (Hodgson & Pyle, 2010). On completion of a written task, children would choose a sticker which they thought best represented their work. I modelled how to assess their work against the success criteria. I tried to include plentiful opportunities for children to share and talk about their learning for

example after a child self-evaluated their work they could turn to their partner to see whether they agreed or disagreed with the sticker they had chosen. To help pupils develop lifelong skill to think critically and creatively (Donaldson, 2015).

Brown and Harris (2014) have suggested that children can find it challenging when they are asked to peer review another child's work. It could be argued that if children are not adequately prepared it could impede children's learning. Before implementing peer assessment within my lessons, I spoke to the class teacher to see what strategies she had previously used with the children, to avoid confusion. Moving into PTE1 part 2, over observation week I need to take note, what strategies the class teacher uses in the form of assessment (e.g peer and self) and how it is implemented.

I was able to adapt and employ various age appropriate assessment for learning strategies to suit my class. In preparation for PTE part 2, I need to ensure I use the correct balance of oral and written feedback within my lessons. Due to school policy I cannot abandon written feedback as it is a requirement of the schools marking and feedback policy. I feel I need to make time within the lessons for the children to read over their comments and to ask any questions. I hope this will bridge their understanding and have the opportunity to make their corrections, presenting comments in a more meaningful context (supported by Shute, 2008).

I was unable to give individual oral feedback to all pupils, due to time constraints.

One solution to this could be to provide the oral feedback during the lesson for example walking around the tables instead of waiting till the end of the lesson. I will continue using more peer and self-assessment within my lessons.

One strategy I will adopt for pupils to collaboratively device their own success criteria (Welsh Assembly Government, 2010) again this is supported by Piaget's earlier work regarding children taking an active role within their own learning (Woolfolk, Hughes & Walkup, 2013).

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

Successful Futures highlights that literacy, numeracy and digital competency should be embedded throughout classroom planning (Donaldson 2015). To ensure all learners develop high levels of competence across literacy, numeracy and digital competency. Pupils need frequent opportunities to develop, extend and apply these responsibilities across the curriculum to make meaningful links. Educationalists have

begun to recognise the mass connections children make to life beyond the classroom and curriculum, equipping them with skills for life (Barnes, 2015).

Pedagogy should include cross-curricular responsibilities, with greater emphasise over skill rather than context and the need to link to the real world, to create ethical, informed citizens (Jones, 2019). However these requirements maybe unfamiliar and challenging to some teachers in the profession. A new curriculum will require teachers to re-learn in both areas of technique and content. Estyn (2018) have identified a lack of confidence and knowledge amongst teachers as a reason behind poor performance across these cross-curricular responsibilities. Reports by Estyn (cited in Jones, 2019) have concluded that a third of Welsh schools do not have a literacy coordinator nor are teaching ICT effectively. They concluded that ICT skills were not well applied across the curriculum, the new curriculum hopes to improve the effectiveness of delivery. At the beginning of my PTE1 I was lacking confidence and knowledge regarding embedding ICT, as it was something I had never taught.

However concerns have arised in relation to the process and implementation of these cross-curricular responsibilities (Welsh Local Government Association & ADEW Consultation Response, 2019). Underlying these issues are the resources needed for teaching staff to develop to implement the new curriculum. At the local authority level is where school spending is decided not necessarily at the school

itself, the reduction in local budgets will mean a decline in spending per pupil of an estimated £500 from 2010-11 to 2020-21 due to austerity (Sibieta, 2019). I found it challenging to try and incorporate digital competency into all my lessons, to make it relevant to the learning outcome, due to the resources available. There were a limited number of iPads (5 to be precise) for the whole class to use. To deal with this I decided to include all three responsibilities within the enhance provision (see Cross curricular illustrative example 3). Therefore, if literacy, numeracy nor digital competency was not a specific area of focus within the carousel activities, children had the opportunity to still develop those skills.

The new curriculum builds on the strengths of the Foundation Phase (Estyn, 2017).

Ysgol Heulfan (Estyn, n.d) found that children entering key stage 2 after experiencing the learning zones in the foundation phase had different skills and learning habits when compared to previous years. Children were more independent and capable to direct their own learning. Through evaluating the current curriculum highlighted the effectiveness of the provision at the foundation phase as a key starting point to the evolution in developing these cross-curricular responsibilities. I hope moving up to key stage 2 I will have an opportunity to create these learning zones and challenges as extension tasks.

I felt I was able to employ a blend of cross-curricular responsibilities within my sessions. I found it more habitual making the links to literacy and numeracy

(following the Literacy and Numeracy Framework, 2008)(see cross curricular illustrative example 1 & 2).

Literacy is fundamental to all areas of learning. Literacy competency involves speaking literately and confidence within grammar and spelling (Donaldson, 2015).

As the children could not read or write, literacy was developed orally. An example of this was retelling and acting out the story of 'The Runaway Pancake' in its sequence (cited in the LNF, 2008). They learned skills of negotiation by discussing who would play the various roles. However, I found it difficult to implement activities to develop reading and writing. Therefore after careful planning I turned the role play area into a café (topic-Scrumptious) I spent time implementing language activities inside the 'café'. I used vocabulary cards linked to objects within the café (e.g equipment and food) children were beginning to make connections by identifying the key word and linking it to the real life object. Children began drawing/'writing' other children's food orders and using vocabulary effectively when ordering (cited in the LNF, 2008).

Moving into part 2 of the placement I will need to familiarise myself with the LNF (2008) for years 4/5 and speak to the class teacher to gather information on abilities levels within the class.

I was surprised by how digital competent some of the children were, on my first week at the school we went on a trip. Children were competent in using the iPads to take

pictures and using the save icon to store their images (Digital Competence Framework, 2008- Strand: interacting and collaborating). I realised I needed to familiarise myself with the DCF (2008) to ensure children were challenged and engaged within a rich context. With 'Scrumptious' being the topic of the term and the input of Pupil Voice children wanted to taste test different foods, discussing and expressing likes and dislikes (literacy competence). To incorporate the DCF I decided to create pictograms to analyse and interpret data by making direct comparisons (DCF, 2008- element: data and information literacy). Linking to the numeracy we discussed the graph by explaining the heights of the bars taller/shorter and what this meant.

The children loved using the iPads, as an alternative way to explore. I hope to implement more DCF in year 4/5 applying different strands of the framework. One challenge I faced was ensuring all children had equal opportunities to use the iPads throughout the day. I would usually forget who had used them and the duration spent on them. Moving up to key stage 2 a personal target of mine is to improve my management skills around DCF. I will appoint digital monitors for the class, to encourage children to take responsibility in their own learning and independence. Another strategy I will implement is using laminated cards, children can use these to indicate whether they have used technology that day, providing a form of instant feedback to me the teacher.

I am apprehensive moving up to key stage 2 regarding my knowledge around ICT. I feel the children may be more competent in ICT than myself because they seem to have been brought up where technology is seen as intuitive and inherently more adapt in using it (Blackwell, Gardiner & Schoenebeck, 2016). I plan to read up on the DCF (2008) for years 4/5 and strategise how I could implement these statements within my sessions. Furthermore, I could speak to the ICT co-ordinator at the school to see how I could progress the pupils skills at year 4/5.

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Pedagogical principle: Good teaching and learning creates authentic contexts for learning.

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Educational researchers have found that students whom experienced authentic learning environments within the classroom are more motivated to persevere within learning (Mims, 2003). Reports have shown an improvement within children's wellbeing through creating an environment for child-initiated learning, and equipping all children with skills for life (Lombardi, 2007). Research has concluded that knowledge is mostly structured by context and developed progressively through use as we can only understand and retain information through using it and applying it to different contexts (Roach, Tilley & Mitchell, 2018).

However some teachers approve of the more traditional methods of teaching like the direct approach, purely teacher led (Pound, 2017). A more behavioural approach where learning is instructional. The Successful Futures document (Donaldson, 2015) does not disregard the approach to direct teaching in fact encourages the approach in another pedagogical principle, employing a blend of approaches including direct teaching. I dealt with this by getting to know the children within my class and adapting a blend which suited the children within my class to optimise learning.

I was apprehensive at the beginning of PTE1, of how I could incorporate authentic learning into my lessons. As the school had already began to implement few of the pedagogical principles within the classroom. Authentic learning was something the school wanted to promote at the Foundation Phase, this feel of kinaesthetic context. There are researchers who suggest that it is hard to pre plan authenticity, which can make pre-planning lessons problematic for teaching staff (Barab, Squire & Dueber, 2000). They argue authentic tasks must be of value to the children for full engagement, something which may be real or hold value to a teacher may to a child. This worried me as I thought some children may not engage or 'buy-into' the lesson, if it did not hold purpose to them. A strategy I used over my PTE1 to encourage child-initiated learning and input was Pupils Voice (see authentic example 1- Trip to Jenkins). Pupil voice was at the centre of all topic work, I felt children really engaged

within their topic work and got a buzz when they realised they had chosen today's lesson focus. I felt that when children were responsible for their learning and deciding what they wanted to be taught, held a much greater meaning to them. This links into the High/Scope approach where we encourage children to make decisions and solve problems in regards to their learning. Studies have consistently shown children whom have experienced this approach had more positive outcomes within education and social settings (Pound, 2017). Again, is further supported by Piaget (cited in Gardiner, 2019) whom highlighted that listening to the pupil voice ideas involves children more as they play a part in the process of their own learning and teaching. Pupil voice allowed me the freedom to intertwine different areas of learning across my lessons, linking to another of Donaldson's (2015) pedagogical principle: good teaching and learning ranges within and across areas of learning and experience.

Pound (2017) suggested that using a stimulus at the start of a lesson can engage rich discussion amongst pupils. I tried to implement this technique into one of my lessons (see authentic illustrative example, 3). For example, before making the pancakes I showed the children the ingredients we would be using. We identified the ingredients and explored them using our senses. Children started to use prior knowledge and suggest possible foods we could make. I found this technique worked well to engage the children into the lesson and link to what they wanted to

find out.

Carousel activities were linked as closely as possible to the real world and to a context which made 'sense' to the children within my class. Children had opportunities to work collaboratively within those activities. I felt this worked well as it allowed children to discuss and share ideas. For example when we made ice cream, Child X said "how has the ice cream turned cold?" Child Y said "it is because we used ice". In this example scaffolding was taking place where a child was taking the role of the more knowledgeable other and extending their zone of proximal development (Woolfolk, Hughes & Walkup, 2013).

I found that children create their own understandings of new concepts from previous knowledge, learning through play. This philosophy of creating a meaningful context lays the basis of the Foundation Phase Framework (Welsh Government, 2015). I feel it will be more challenging implementing authentic contexts up in key stage 2 as there is a greater emphasises on a direct teaching approach. To ensure I do incorporate an authentic context I will look on sites such as Pinterest for inspiration and take notes of any authentic learning contexts during observation week. I hope I can create an opportunity to focus on the play element carried forward from the Foundation Phase to enhance creativity.

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Conclusion

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I feel I have made progress in the implementation of Donaldson's pedagogical principles (2015) within PTE1. At the beginning I felt apprehensive in trying to incorporate all principles within a lesson. As my placement proceeded to progress I found it more habitual embedding these principles through my planning. Through critical reflection I have identified different strategies that I can develop and invest into PTE part 2.

I am looking forward to applying these principles to a year 4/5 class, to see whether there are any similarities or differences. I feel this practice will be hugely beneficial to my professional learning.

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