

Overview

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Student name: Jayne Sears-Neale
Student number:1706965
Assignment title: Professional and Pedagogic
Studies: Leading the Learning: What, how and
why am I teaching?
Pathway: P-PGCE

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1706965_student_uwtsd_ac_uk/EjUpK90UQGNKrPOyLSaoTyMBH1JQONakmTTYk5deeeEjLg?e=pkq9OR

	Target	What have I done
Target one	Consider structuring your work under specific headings to improve your focus and provide more clarity.	I have included subheadings in my assignment.
Target two	Proof read your work very carefully to eliminate minor errors.	I have read through and got my partner to read through too.
Target three	Aim to further develop the criticality in your writing and try to be less descriptive.	I found this difficult to do with this assignment. But, I have tried to be more reflective.

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A mind map on graph paper. The central node is an oval containing the text "Data interpretation and presentation". Five lines radiate from this central node to five peripheral text labels: "Data handling" (top-left), "Line graphs" (top-right), "Bar graphs" (bottom-left), "Pie charts" (bottom), and "Tables" (bottom-right).

Pathways are introduced at the beginning of each new topic. Pathways are a good way of assessing what a child already knows so that the teacher knows where a child is at, where they need to get the child academic level and how they are going to get them there. The children revisit this piece of work at the end of the topic to answer questions that they either had incorrect or had not answered. This piece of evidence is from a higher level year six maths group.

[illegible]

ECAD6008 Page 2

Step	Element	Success Criteria for All	Mark
1	Plan	Use science to support all aspects of the planning stage	
2	Predict	Use science to support all aspects of the planning stage	
3	Carry out	Use science to support all aspects of the planning stage	
4	Evaluate	Use science to support all aspects of the planning stage	

The educational setting uses a structured criteria for children to self-assess and peer assess against, linked to what should have been included in that specific piece of work. The class teacher also marks the finished piece of work against this success criteria and highlights the evidence that has been linked to the national curriculum.

Illustrative example four

Report Feature	Number & Colour Code	Example
Past tense	1	My brother ate a pie.
Powerful verbs	2	The dolphin <u>swam</u> beneath the waves.
First person	3	I walked to the shops.
Time connectives	4	After I went home, I cooked a meal, then ate it.
Emotive language	5	The discount on this iPad is tremendous.
Indirect speech	6	This trustworthy fellow is looking for a job. He said that dolphins are very clever. My friend told me he would be late.
Success Criteria		
Simple and complex sentences	7	If I had worked hard, if I had not gone out, if I had studied all night, then I would have passed the test. Exhausted, I collapsed to the ground.
Formal language	8	The girl sprinted after the tiger. The cat purred, I love mashed potatoes, although my mum prefers beef. The big dog barked whenever I knocked on the door.
Challenge Success Criteria		
Formal language	9	It is considered extremely rude to chew with one's mouth open in public.

Children have a colour coded success criteria that they have to use to examine their piece of work and highlight evidence against. Children mark their own piece of work against this criteria. This also shows what level of criteria has been met.

Pupils are assessed for their progression levels, this is evidence of a year six class which has been anonymised

Pupil	Success Criteria	Mark
Pupils	Success Criteria	Mark

Cross curricular responsibilities

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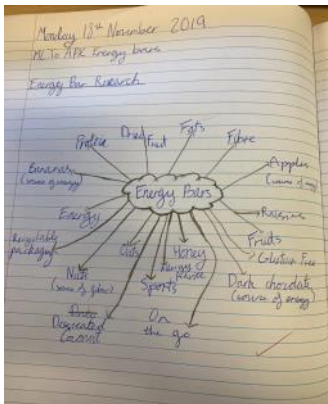
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Illustrated example 1A



health and
well-bein...

Illustrated example 1B



ICT- **Strand:** Producing.

Element: Planning, sourcing and searching -

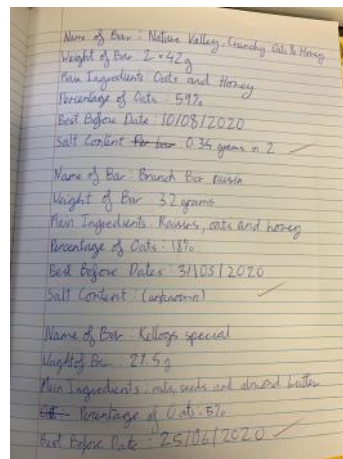
Adjust keywords and search techniques to find relevant information.

Children in year six had to research what ingredients are in energy bars and the purpose of how they can be nutritionally beneficial, using the chrome books and I pads so that they could see what ingredients they could use to make their own energy bars, as part of a health and well-being activity. I chose to do this type of assessment tool as it's a fun way for children to display what they already know. This activity went well all pairs of children appeared to be working together. collaborative learning enhances social development, psychological development encouraging self-esteem, academic development and allowing peer interaction for assessment. However, it can be also argued that not all children will benefit from this way of learning. Children work at different speeds and can also have different skills or have different abilities. Some children can be more outgoing than others and therefor some children may not contribute as much to a given task as others.

Numeracy-**STRAND**-Using measuring skills. **ELEMENT**- Length, weight/mass, capacity: read and interpret scales

Children had to research what the weights were of the ingredients by looking at different energy bars and researching the internet for energy bars. The children then had a look at different recipes online so they could see hat ingredients and what quantities they would need to buy and fetch into school ready to make their own energy bars.

Illustrated example 2A



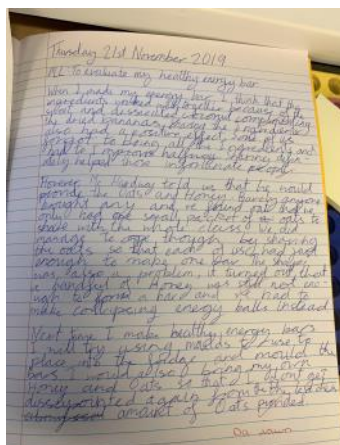
Illustrated example 3A

Illustrated
example 3A



healthy
energy ba...

Illustrated
example 3B



Literacy-

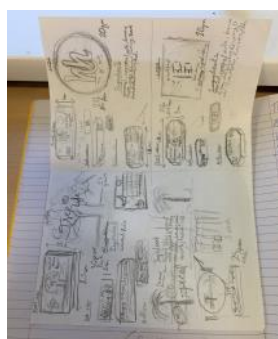
- **STRAND**Oracy across the curriculum
 - **ELEMENT**Developing and presenting information and ideas-express issues and ideas clearly, using specialist vocabulary and examples.
 - **STRAND**Writing across the curriculum
 - **ELEMENT**Organising ideas and information
 - **ASPECT**Meaning, purposes, readers- write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose.
- Children had to evaluate their finished products explaining what went well, what did not go well and something they would change next time they made them. Children learnt that some of the ingredients that they were not suitable causing their energy bars to be too dry or too sticky. Some children had not thought of what they were going to put their mixture in to set. There were children who had not brought in any ingredients into school to make their energy bars so, they were reliant on either using other pupils ingredients which may not have been the ones they would have preferred to if they had brought in their own.

Illustrated
example 4A



energy bars
day 2

Illustrated
example 4B



Expressive arts- investigating:

select and record from:

- observation
- experience
- memory
- imagination

Children in year six had to design their own energy bar packets. They had to include ingredients, expiry date along with a design and name for their energy bar. Children did this to consolidate what they need to be looking at when investigating their energy bars.

date along with a design and name for their energy bar. Children did this to consolidate what they need to be looking at when investigating their energy bars.



Authentic contexts for learning

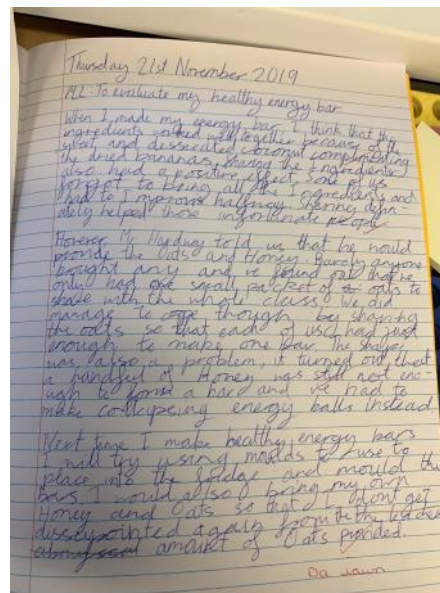
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Year six pupils were making their own energy bars after researching what they needed to make them. The children completed this task independently. The task was to make an energy bar ready for when they went on their learning walk, which they were planning themselves. The walk was to take place around the community visiting a church, park, community centre and old peoples home. When the children arrive at the old peoples home they were to sing and read stories to the residents.

The children had to previously research what they thought they would need to take into consideration when making their energy bars .

When the children were taking part in the creation of their energy bars after previously researching what ingredients and method they were going to use. They brought into school everything they thought they would need with the exception of oats which the class teacher had previously told them he would supply. The children were very excited to use all the research they had done to put what they had learnt into practice.



Critical reflection

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Introduction

This assignment is going to be presented as an evidence portfolio. 'Portfolios can serve as a vehicle for enhancing student awareness of these strategies for thinking about and producing work both inside and beyond the classroom.' (Barrett, 2005:4) The portfolio will be focused on my first teaching practice, evidencing how and what I have learnt and put into practice within three of the twelve 'pedagogical principles' implemented by Professor Donaldson and the Successful Futures curriculum. I will be using a range of literature from academic journals, books, articles and online reliable sources to support my views on the principles. My first teaching practice took place in a primary setting on the west side of the city, the setting educates 580 children from a mixture of cultural and educational backgrounds. My first teaching experience was with a year six class within this setting consisting of 13 boys and 14 girls with mixed academic ability.

The pedagogical principles which are going to be written and evidenced during this assignment are:

- Good teaching and learning means employing assessment for learning principles.
- Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence and provides opportunities to practice them.
- Good teaching and learning creates authentic contexts for learning.

Evidence has been recorded and brief notes have been made to evidence my progression throughout this teaching practice. I am going to use Gibbs' Reflective Cycle; Helping People Learn from Experience (1988) to help me to reflect on what I have learnt.

First Pedagogical Principle: Good teaching and learning means employing assessment for learning principles.

The first pedagogical principle which is going to be discussed is good teaching and learning means employing assessment for learning principles. Assessment for learning (AFL) is a fundamental part of education. Black and Wiliam (1998) supports this by saying 'Raising the standards of learning that are achieved through schooling is an important national priority.' There are many ways in which educators can incorporate AFL into delivering their lessons. AFL provides an approach to formative assessment that values the learner's holistic engagement with the AFL process. Rowley and Cooper (2009:14) says AFL should recognise the full range of achievements of all learners (sited in Assessment Reform Group, 2002:2) Assessments can be done through celebrating a child's work; showing a good piece of work to the class: what a good one looks like (WAGOLL) can make a child feel good about their work and for those that may not have completed their work to the same standard may take ideas of structure to edit and implement into their own piece of work. Feedback; this can be done verbally to the child or written in their books, pupils should be aware of how they are learning. Sometimes there is so much emphasis on what they are learning, we forget that it is fundamentally more important to focus on how they learn. Pupils should feel challenged with their learning but at a comfortable level, there is no point in challenging a pupil so that they feel out of their depth. Peer and self-assessment are a good way of children taking control of their own learning. Assessments can be delivered before or after lessons. Black and Wiliam (1998) says that 'We use the general term assessment to refer to all those activities undertaken by teachers and by their students in assessing themselves that provide information to be used as feedback to modify teaching and learning activities.' So, none of this is new to teaching professionals, we have been using assessment for learning for years to improve what we do every day. Some assessments which are carried out before lessons allow teachers to monitor where a child is at with their learning. Activating prior knowledge (APK) for example, if we APK before a lesson we can identify what a pupil already knows; this allows educators to plan effectively on how to progress a child to their next level of learning. 'Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (ARG 2002a 2-3) cited in Swaffield (2011)

Cremin and Burnett (2018:276) says that 'A teachers planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals.'

When I first started PTE 1, I felt very nervous about delivering my first lesson to a class of children that I did not know very well. However, my class mentor reassured me that it would be ok. My first lesson that I delivered was on data handling I started by asking the children what they knew about data handling, (see illustrative example one in assessment folder). Activating their prior knowledge (APK) is an excellent way of assessing where a child is at with their learning. Campbell (2008) says that 'Background knowledge is the raw material that conditions learning. It acts as mental hooks for the lodging of new information and is the basic building block of content and skill knowledge.' Using this hook enables the children to be active with their learning. Finding out where a child is at, also allows teachers to research what they need to do to get the child to the next step of progression. Following this task children were able to magpie ideas. My view on this part of the activity are divided between good practice and room for improvement. Asking children to put down what they know is a good starting point but by sharing ideas, that piece of work is no longer evidence to what a child already knows.

I then introduced the learning pathway for data handling, these are done before each new topic. Pathways are a good way of assessing what a child already knows so that the teacher knows where a child is at, where they need to get them and how they are going to get them there. The children then revisited this piece of work at the end of the topic to answer questions that they either had incorrect or had not answered. This piece of evidence is from a higher-level year six maths group (see illustrative example two of assessment for learning folder). So, the children work independently answering the questions on the sheet. The teacher then marks what they have done and highlights the level they have reached. Outcomes of these pathways lead to the children being put into ability sets for the topic that is being taught. I rushed the introduction to this task and the teacher fed back to me that I could have spent longer on demonstrating the different tasks before sending the children to complete the task. I agree with my mentors' feedback as this would have reduced the number of verbal questions being asked throughout the lesson which was disruptive to some pupils. I think that if I had spent a bit longer then the children would have had a better understanding of what they needed to do which might have led to the outcome of the questions answered being of a higher standard. This is definitely a strategy that I will take forward to improve my practice. The class teacher marked all the books at the end of the lesson, which allowed them to be able to set the children into groups so that the teachers can teach to the class ability and will differentiate work as needed. Children will then re-visit the pathway on completion of the topic. The teacher will then remark the pathway but highlight the questions in green if they are correct. The class teacher then gives verbal feedback to the children which I think is a good AFL strategy. Wiliam (2015) says that effective teaching and learning in the assessment process should be done through the innovative use of AFL strategies.' This supports the evidence that I have used to promote assessment for learning in my classroom.

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

The second pedagogical principle being discussed is, good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence and provides opportunities to practice them. 'A cross-curricular approach is referred to as 'interdisciplinary' because it incorporates more than a single subject area' (Hayes, 2010) Through this pedagogical principle we are looking at numeracy literacy and digital competency and how the setting incorporates these into lessons. The Curriculum for Wales was introduced in 2008 and children aged 3-11 were to be taught nine different subject areas over four key stages. To help deliver these subjects through the National Curriculum teachers follow Literacy and Numeracy Framework (LNF) and Digital Competence Framework to plan and prepare lessons for the children. However, the new curriculum Successful Futures which is to be implemented in Wales from 2022 has six areas of learning and experience. This is not to say that children are not going to be taught some subjects it just means that the subjects will be categorised into:

- Health and well-being
- Science and Technology

- Mathematics and Numeracy
- Language, Literacy and Communication
- Expressive arts
- Humanities (which incorporates all the subjects from the National Curriculum)

The New Curricular also stipulates that literacy, numeracy and digital competency should be delivered cross-curriculum which means that it is the teachers' responsibility to incorporate these into the other areas of learning when teaching. Donaldson (2016) says that Wales needed a new updated curriculum because when he asked children and young people in Wales, they told him they thought the curriculum was already out-of-date especially in technology, software and digital skills.' (Barnes, 2014) says that 'The world beyond the classroom is cross-curricular.' which supports Donaldson's view of the Successful Futures Curriculum as he believes that 'digital competence is increasingly fundamental to learning and life and that it should have similar status within the curriculum to that of literacy and numeracy.' (Donaldson, 2015)

My focus area of learning for cross-curricular responsibilities was health and well-being but within these lessons I incorporated digital competency, literacy, numeracy and creativity. When I introduced the topic of what I was going to be teaching them that week the children were very excited. The focus of the topic was to research what ingredients and methods needed to be used to create a healthy energy bar, which, they were going to make and take with them on their journey around the community at the end of the week. The lesson plan (see illustrative examples one, two, three and four of the cross-curricular folder) shows what the intended outcome of the activity was along with evidence of completed work achieved. I feel that teaching cross-curricular subjects allows you to teach more and allows you to incorporate subjects in a more realistic context linking to a real-life situation or purposeful outcome. Illustrative examples one, two, three and four A of the cross-curricular folder are all lesson plans linked to the lessons related to the topic throughout the week.

When I introduced what the children were going to be doing I asked them to use the digital technology provided in the form of I pads and chrome books, to research what ingredients they could consider using to make a healthy energy bar and record their findings in the form of a spider diagram. I believe spider diagrams are a good way for the children to display what they have found out in a fun and expressive way. A spider diagram can also encourage children to focus on the overarching topic, review existing knowledge, help to organize your information, and assess comprehension to determine where you need additional learning or information. Cook (2013) supports this view by saying 'Spider diagrams are an excellent tool for creating an overview, and remembering it crisply. They help distil complex topics onto a single memorable page by using a branching spatial organisation, colour and images.' Illustrative examples one B and one C show what the children completed. Throughout this activity the children worked in pairs mainly because there wasn't enough digital devices for one per child. However, I do feel that this is an advantage because children can bounce ideas back and forth and working together as a team is a good skill to have as they progress through life. Laal and Ghodsi (2012) supports this by saying there are 'four major benefits of collaborative learning which hold social, psychological, academic and assessment'. Therefore, collaborative learning enhances social development, psychological development encouraging self-esteem, academic development and allowing peer interaction for assessment. However, it can be also argued that not all children will benefit from this way of learning. Children work at different speeds and can also have different skills or have different abilities. Some children can be more outgoing than others and therefore some children may not contribute as much to a given task as others, if at all. 'Researchers have noted challenges that students experience such as unequal individual participation in group tasks (e.g. Freeman & Greenacre, 2010; Janssen, Erkens, Kanselaar, & Jaspers, 2007), and students' lack of communicative and collaborative skills (e.g. Li & Campbell, 2008 Pauli, Mohiyeddini, Bray, Michie, & Street, 2008).' Cited in Janssen and Wubbels (2018:2)

Third Pedagogical Principle: Good teaching and learning creates authentic contexts for learning.

The third pedagogical principal is good teaching and learning creates authentic contexts for learning. 'Authentic learning is real life learning. It is a style of learning that encourages students to create a tangible, useful product to be shared with their world. They are real life tasks, or simulated tasks that provide the learner with opportunities to connect directly with the real world.' (Revington, 2018)

According to Hernandez-Martinez and Vos (2017) 'For years pupils have thought for years that there

was no relevance to what they were being taught in school to how they could implement what they have learnt and use in the real world. Lessons were thought of as being boring.' It was because of this way of thinking; educators created a whole new way of teaching pupils. This is where authentic learning came into the picture. Mazarin, (N.D) says that 'educators noticed the gap between what students learn in class and its application to their lives. They also knew that because of this disconnect, there was less interest in class material and less of an impact on the student.' So, Authentic learning activities are tasks given to students in the real world where they can apply what they learned in class and continue to learn more in a setting that is relevant to them. Therefore making what pupils learn, to be more interesting.

Rule (2006) says there are four themes supporting authentic learning which are:

1. An activity that involves real-world problems and that mimics the work of professionals; the activity involves presentation of findings to audiences beyond the classroom.
2. Use of open-ended inquiry, thinking skills and metacognition.
3. Students engage in discourse and social learning in a community of learners.
4. Students direct their own learning in project work.

The health and well-being lesson progressed onto designing their energy packaging, taking into consideration what they had previously researched and exploring different energy bars which I took in for the children to look at, linking what they were going to be doing to the real world and leading to a specific purpose. There were clear instructions of what needed to be included on their packaging. illustrated example two A of the authentic learning folder shows a good example of a finished piece of work. This lesson went well for many pupils as they felt confident with what they were doing. However, there were a few children who lacked motivation because they believed they had no artistic skills. I explained that they needed to have a go and showed them examples of other children's work to give them some ideas as to what they could use for their designs. Next time, I would print off some design ideas so that those children would possibly feel more confident in tackling the task.

When the children were creating their energy bars after previously researching what ingredients and method they were going to use. They brought into school everything they thought they would need with the exception of oats which the class teacher had previously told them he would supply. The children were very excited to use all the research they had done to put what they had learnt into practice. For a few children it was evident that they had not had access to a kitchen to explore and experiment with cooking or even how to use equipment safely and appropriately. After a few instructions the children set off to create their energy bars with some guidance when it was appropriate. It was lovely to see a creative side to children, there was so much excitement and laughter in the class it was lovely to see. The New Curriculum is designed to encourage children to be ambitious and confident individuals. The four purposes state that 'all children and young people will be: Ambitious, capable learners who are ready to learn throughout their lives. Enterprising, creative contributors who are ready to play a full part in life and work. Ethical, informed citizens who are ready to be citizens of Wales and the world.' (Donaldson, 2015:29)

This type of activity encourages all children to get involved as it's about them, they take control of their own learning. Because of this it makes a child feel important and their learning has a purpose. Once the children had completed their energy bar creations they cleared everything away. They then completed an evaluation which they did independently after I explained what they needed to do and modelled some sentence starters on the board. Children were able to explain verbally what they thought went well, what didn't go well and what they thought they would change to improve the outcome. This type of verbal communication is good practice to get them to think, pair and share so that they can plan what they want to write before they complete their evaluations. (see illustrated example: one and two in the authentic context folder) Most children said that they would change some of the ingredients but hadn't said why. So, I prompted them to extend their sentences. Next time I need to provide some word mats for the lower ability children so that they can be more independent with their work, because I spent quite a long time working with some individuals on how to record what they wanted to say. I need to be

more prepared for situations like this. This is one area that I feel I need to develop, the differentiation within tasks. So, that I can stretch all children's ability to progress in their learning. The evidence and learning that has been undertaken to complete this portfolio has been based on three of the twelve 'Pedagogical Principles' for me to gain a better understanding of what and how I have taught within the educational setting on my first teaching experience.

(3190)

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