Tudalen deitl/Title page

Wednesday, December 11, 2019 12:06 PM

Enw/Name: Ruth Florence Slade

Rhif myfyriwr/Student number: 1902920

Llwybr/Pathway: PGCE Primary

Targedau o'r aseiniad blaenorol / Targets from previous assignment:

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	A greater range of proposed recommendations for classroom practice would benefit.	I have made suggestions for improved classroom practice for each pedagogical principle discussed.
Targed/Target 2	Address the referencing issues with direct quotes.	I have only included page numbers when referencing within the text for direct quotes.
Targed/Target 3	There were sections that were wordy and a more concise writing style in some of the sentence structure would benefit.	I have attempted to be more concise in my writing.

Dolen i OneNote/Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1902920_student_uwtsd_ac_uk/EmosU1XzjU5IqA4wQNOLU6cBIre5eCg9EyKjQ7KuwvvNBA?e=C24dgS

Photography consent form:

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru / Education for Wales

APLP
PDPA

Consent form for taking photographs and filming

Statement

Student-teachers must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Ruth Slade as a representative of the APLA, to:

(Tick accordingly)

Take photographs ✓

Film ✓

Record ✓

Name of Head teacher/ Senior Mentor: Janet Hayward / Deb Forse

Signature: [signature]

Name of School: Cadoxton

To be completed by student-teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Professional Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student-teacher: Ruth Slade

Signature: Ruth Slade

Student no.: 1902920

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary):

Date: 4 November 2019

Enghraifft ddarluniadol/ CCR Illustrative example - 2.1 Science and Numeracy

Wednesday, December 11, 2019 1:11 PM



In this lesson I taught a year three class about food chains. I incorporated numeracy into this lesson by asking the pupils to sort the carnivore, herbivore and omnivore animals into a Venn diagram made using two hula hoops. I decided to incorporate numeracy and the Venn diagram as they fitted

neatly into this lesson. It is important that any cross-curricular integration is natural and authentic (Donaldson, 2015). I have included the lesson plan for the core teaching below.

Teaching & Core Learning	But, what is a food chain? A food chain is a **model** that shows how **energy flows** from living things. When an animal such as an insect decides to eat some grass, the energy is transferred to the insect. If another animal such as a mouse decides to eat the insect, then the energy is transferred to them. Some animals can be in multiple food chains because very few animals eat the same thing all the time. And every living thing is in a food chain. Food chains are made up of animals who all live close to each other. Scientists call this a habitat. Each animal has a job to do in regulating that habitat. So, who eats what? Task - Sort toy animals into a food chain. Call the children's attention. Talk about	Task - Sort toy animals into a food chain. Task: Ask the children to go back to their groups and sort the animals into herbivores, carnivores or omnivores using a Venn diagram made from two hula hoops. The children will be allowed to use ipads to double check that they have categorised the animals correctly. Task: Ask the children to go back to their groups and re-sort the animal food chains using ipads to google what each animal eats. The children must also label each animal as a producer or consumer and as a herbivore, carnivore or omnivore. The children will write the labels themselves



The children were placed into cooperative learning groups so they could discuss how each animal should be



categorised.

Pupils were encouraged to google anything they were unsure of. This enabled them to improve DCF skills.



Mentor feedback:

Highly engaging learning experiences - all children engaged with the concept of the Venn diagram

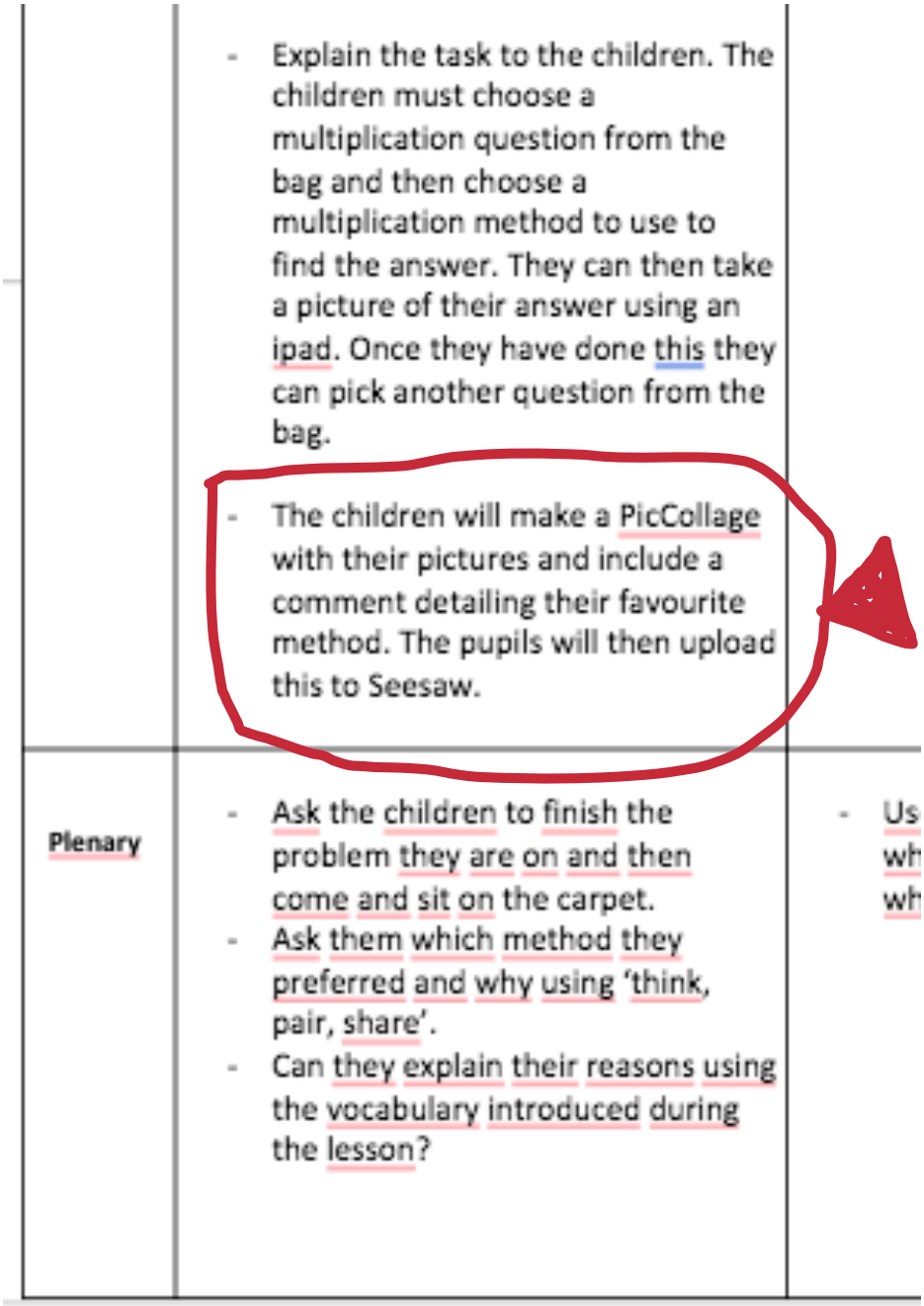
and sorted animals appropriately based on their diet. Good use of ICT to further their knowledge and accuracy.

Mathematical links through the use of the Venn diagram

Enghraifft ddarluniadol/ Illustrative example - 2.2 Numeracy and DCF

Tuesday, December 17, 2019 2:41 PM

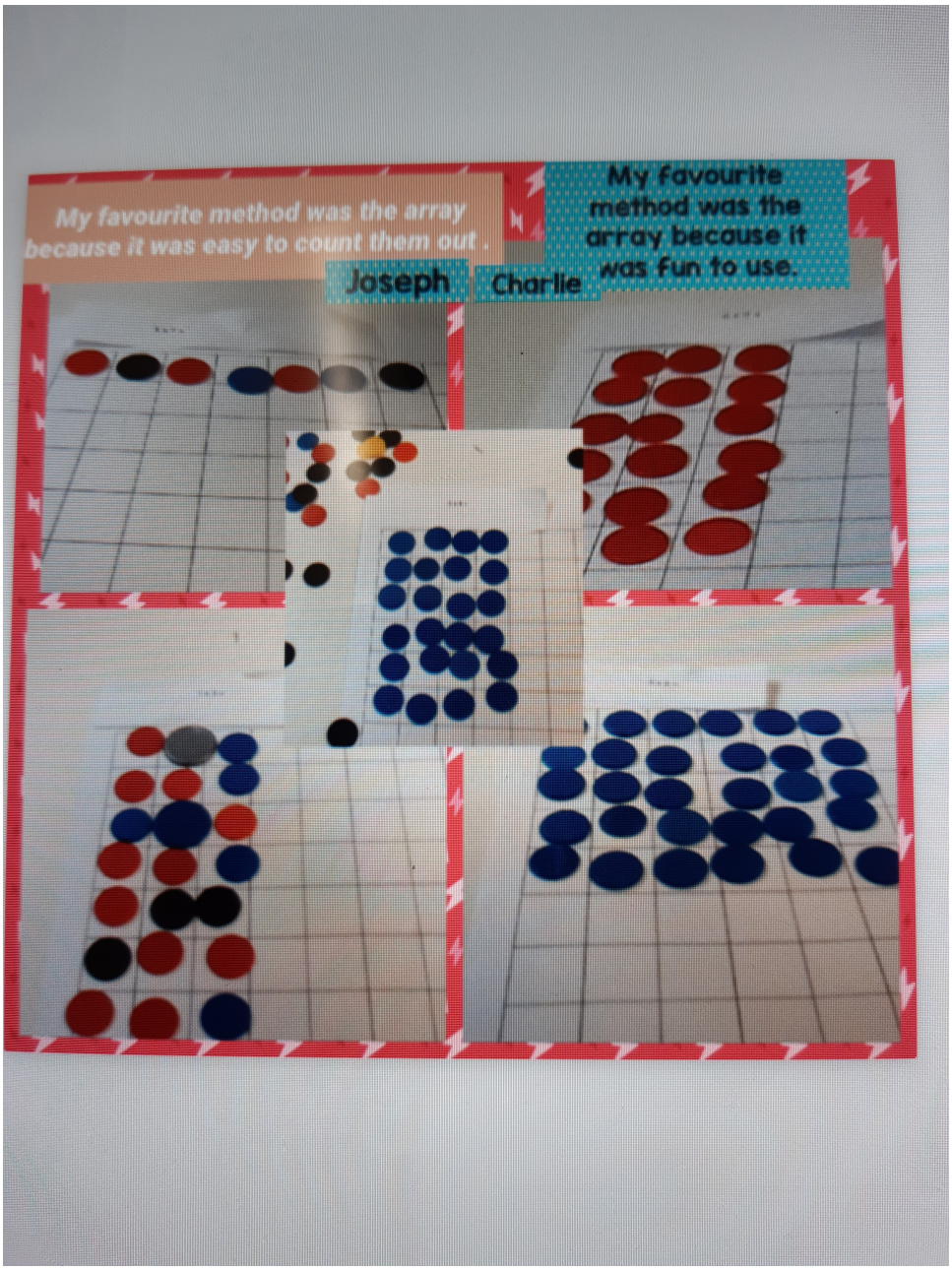
Opening phase (with links to prior learning)	- Open with a picture of a dog. - Explain to the children that 1 human year is equal to 7 dogs years. - Ask them to think about how many dog years old the dog would be if he was 1 human year old. - Now, how many dog years old would the dog be if he was 2 human years old. Think, pair, share. - Ask for some answers and then ask a group who found the correct answer to explain how they came to that answer.	- Us ho wo old
Teaching & Core Learning	- Ask the children how many dog years the dog would be if he were 3 human years. - Give them a method of working this out. Start with the cheerios and array squares. Show them that 3x7 is the same as 3 groups of 7. - Give them a second method. Use multilink blocks to find out a different multiplication problem such as 3x4. - Thirdly show them a number sentence and explain that they can use their knowledge of times tables to find the answer. Show them the times table cards and explain that they can use these to help them.	- Th mu - Th me wit - Wh the an - Th qu



	- Explain the task to the children. The children must choose a multiplication question from the bag and then choose a multiplication method to use to find the answer. They can then take a picture of their answer using an ipad. Once they have done this they can pick another question from the bag. - The children will make a PicCollage with their pictures and include a comment detailing their favourite method. The pupils will then upload this to Seesaw.	
Plenary	- Ask the children to finish the problem they are on and then come and sit on the carpet. - Ask them which method they preferred and why using 'think, pair, share'. - Can they explain their reasons using the vocabulary introduced during the lesson?	- Us wh wh

In this lesson I taught a year 3 class about multiplication using various concrete methods. The methods included using cheerios on an array sheet, Numicon blocks or a times table sheet. Rather than writing down an answer the pupils had to set the question slip beside their working out and take a picture of it. The pupils then had to add their pictures to a PicCollage, include a comment about their favourite method and then upload the collage to SeeSaw (see below). I decided to include elements of the DCF into this lesson because it was a natural fit for what I was trying to achieve. Following this lesson we continued to teach the pupils about multiplication following the Singapore Maths framework of concrete, pictorial and abstract. At this concrete stage I felt that taking pictures etc. would be more effective than writing down the sums and answers

answers.



The boys used counters instead of cheerios due to a gluten allergy.

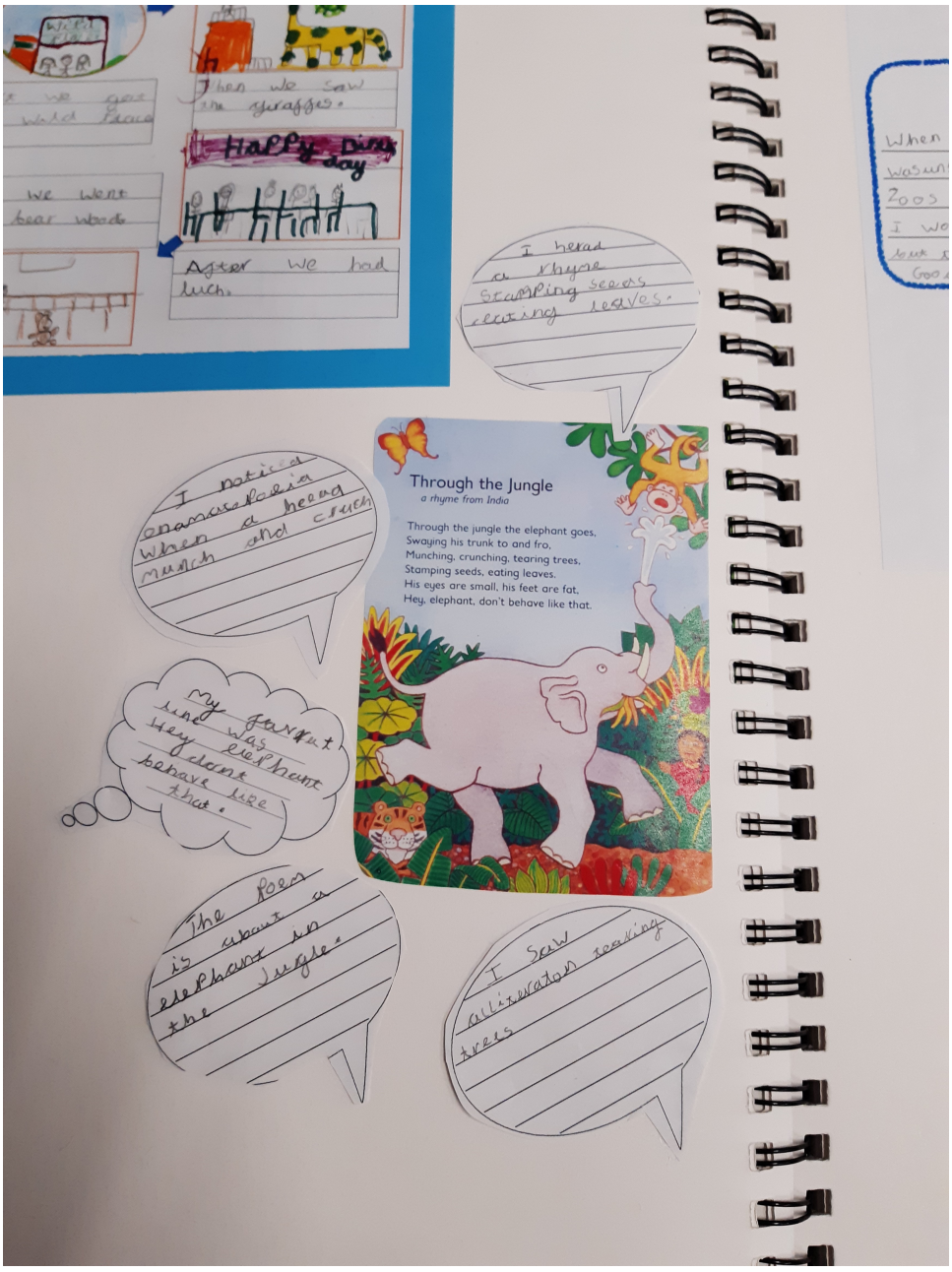
Enghraifft ddarluniadol/ Illustrative example - 2.3 Expressive Arts and Literacy

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In this expressive arts lesson to a year 3 class I incorporated literacy by considering and examining a number of poems about animals. This lesson ran over two days. I have included the learning objectives and assessment of learning below.

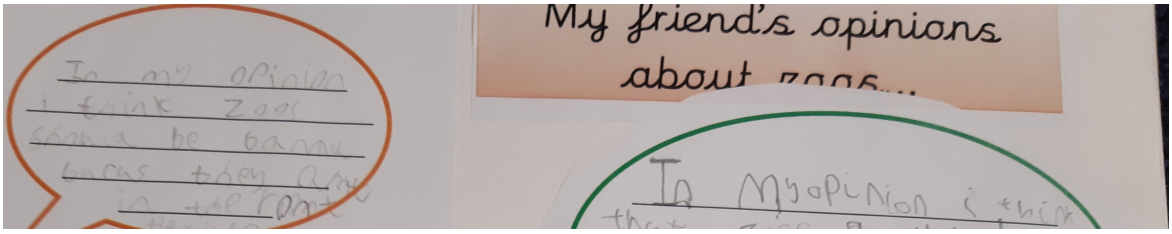
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
• The pupils will reflect upon and discuss a piece of poetry. • The children will add comments to their poem noting any observations and pointing out any figurative language. • The children will respond to their poem of choice artistically.	• The pupils will spend time in their co-operative groups reflecting upon and discussing a piece of poetry. • The pupils will use figurative language in their discussion. • The pupils will add individual comments to their poem noting any observations about the poem and pointing out any figurative language used. • The children will respond to their poem of choice artistically from a choice of three activities: 1. Make a dot picture of an animal from their poem. The dot picture will be inspired by aboriginal art. 2. Write their own poem about an animal inspired by the poetry they have been reading.

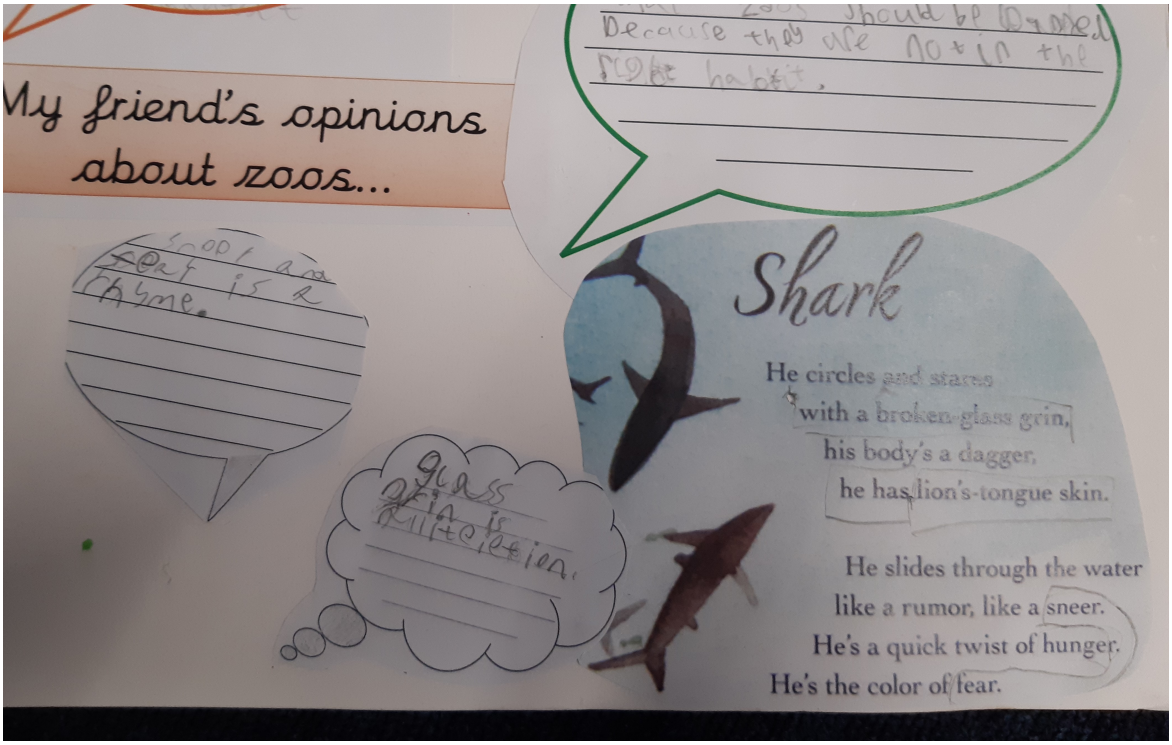
	3. Perform and record a poem of their choice. The pupils will create a QR code linking to their video. The QR code will be stuck into their enquiry book.



Some examples of the work produced.

The pupils were looking for alliteration, onomatopoeia and simile as well as making any observations about the poem.




My friend's opinions about zoos...
Because they are not in the right habit.
Shark
He circles and stares
with a broken-glass grin,
his body's a dagger,
he has lion's-tongue skin.
He slides through the water
like a rumor, like a sneer.
He's a quick twist of hunger.
He's the color of fear.

Enghraifft ddarluniadol/Illustrative example - 3.1 Think- Pair - Share

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

The pupils will learn to:

- Explain why we need to eat,
- Distinguish what a carnivore, herbivore and omnivore are.
- Distinguish what a producer and consumer are.
- Recognise the significance of food chains.
- Remember the principals behind food chain order.

Above are the learning objectives for a lesson on food chains. To open the lesson I used think-pair-share in the opening phase to ask the children 'why do we eat?'. The use of think-pair-share was effective as it caused the students to first think for themselves, have those thoughts refined and enhanced by others and then gain extra insight by listening to others. I felt that think-pair-share was an appropriate way of causing the pupils to think about something they may never have considered; 'Why do we eat?'. By causing them to consider this question it made the science of food chains more relatable and relevant.

25 November 2019 – Monday – Session 1

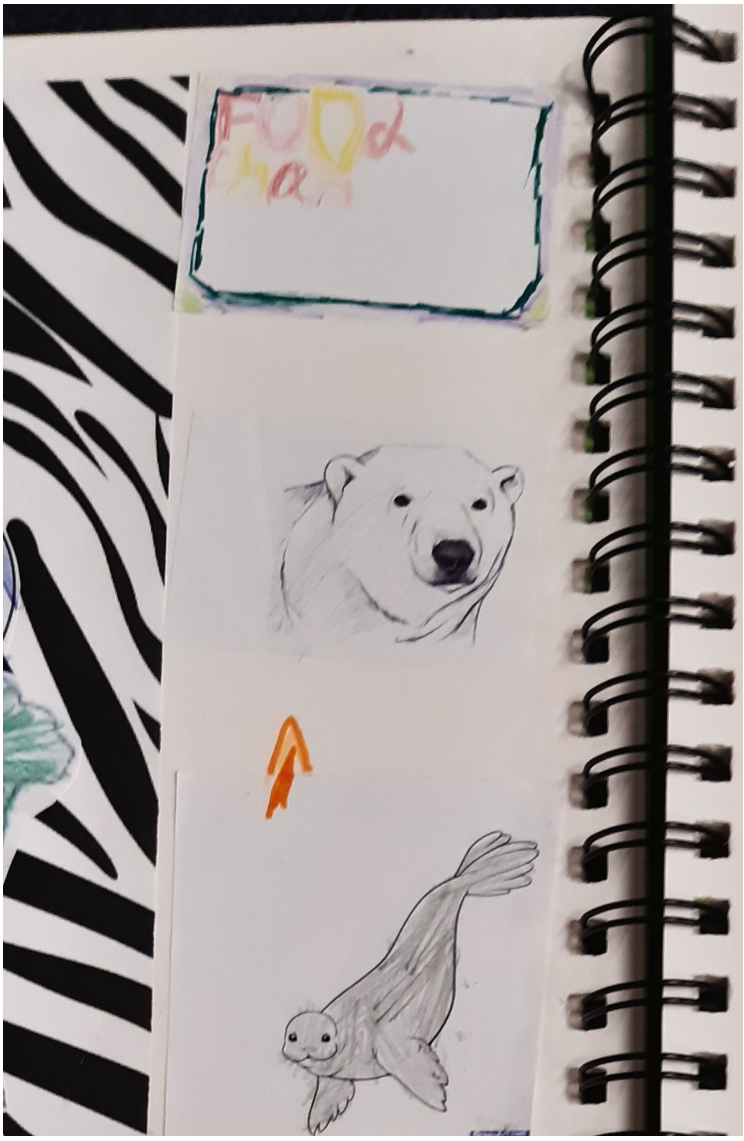
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)
Opening phase (with links to prior learning)	Why do we eat? We eat to gain energy. We use that energy to move, work and play. But, how does the energy get into the food? It all starts at the bottom of the food chain where we find the **Producers**.	Think, pair, share - why do we eat?

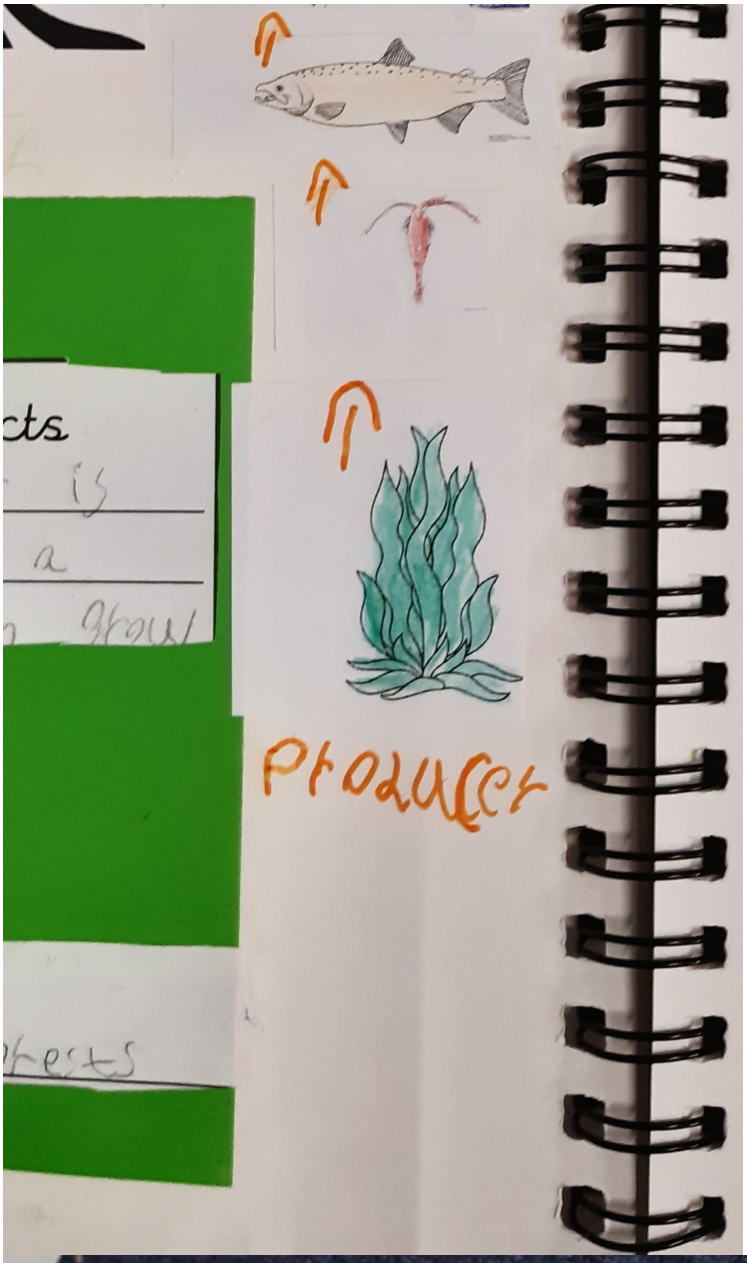
	A **Producer** is an organism that makes food. **Producers** are usually green plants, because plants can make their own food by **photosynthesis**. Plants use carbon dioxide, water and energy from the sunshine to create chemical energy. Energy flows from living thing to living thing. Each form of food is like a link in a chain – a food chain.	

Enghraifft ddarluniadol/Illustrative example – 3.2 Success Criteria

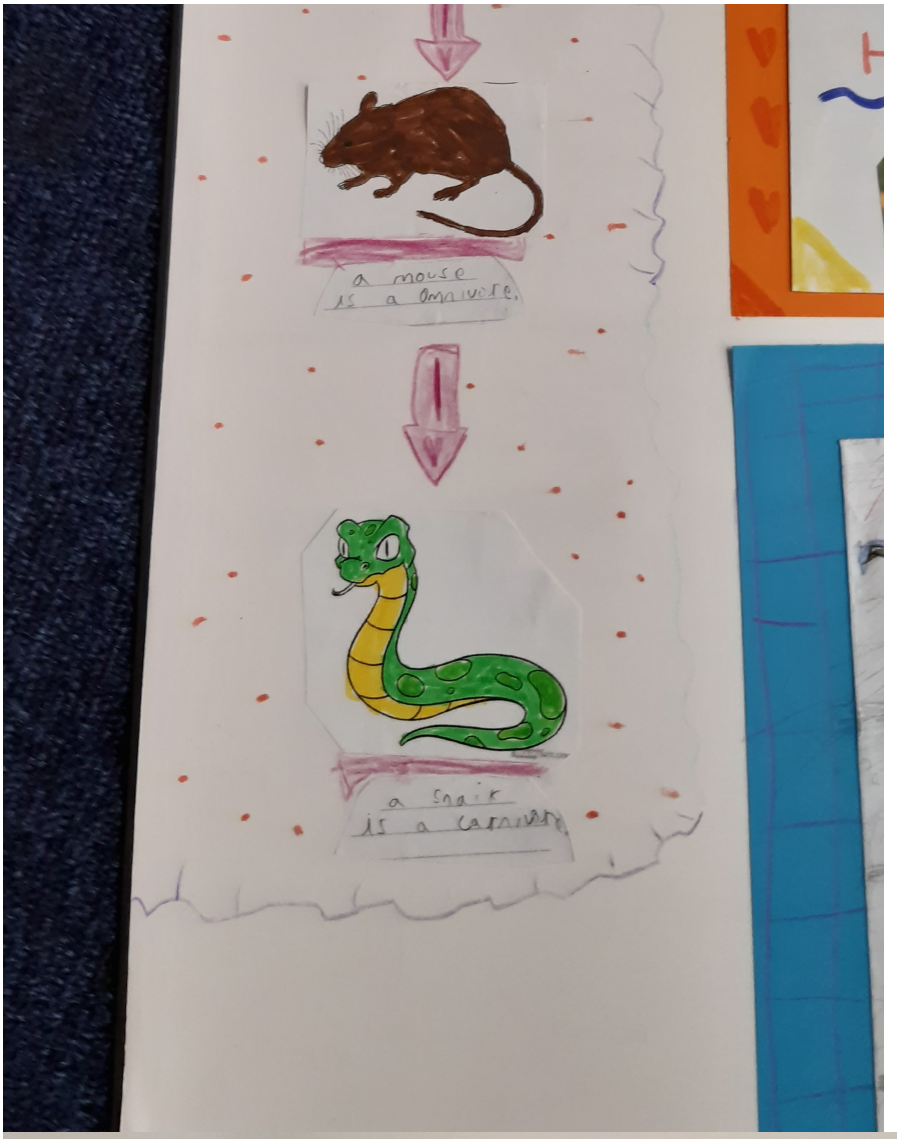
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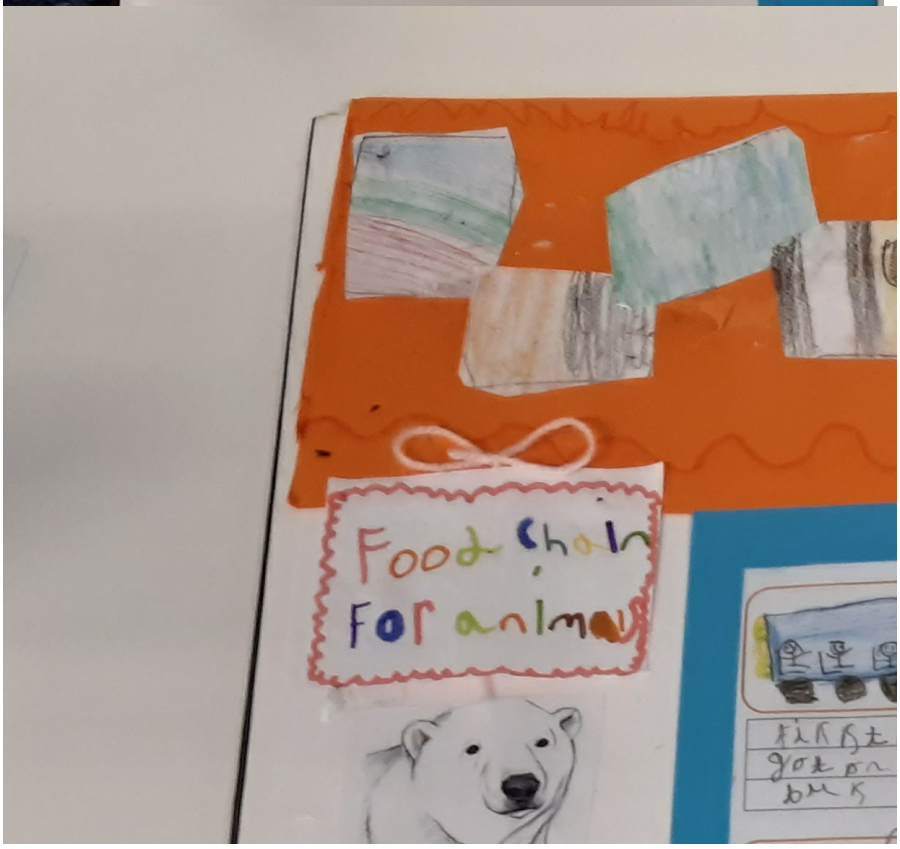
After teaching the year 3 class about food chains the class made their own food chain diagrams. The pupils set their own success criteria for this task as a group. Establishing criteria as a group as opposed to Individually helps to produce better criteria (Welsh Government, 2010). In order to help the class develop the success criteria I created a teacher model for the class to refer to. We picked out what needed to be present in every food chain. I wrote this criteria on the board so the class could refer to it during the task. We then discussed where the pupils had creative freedom in order to ensure that individuality and imagination was not affected by the success criteria (Kohn, 2011).

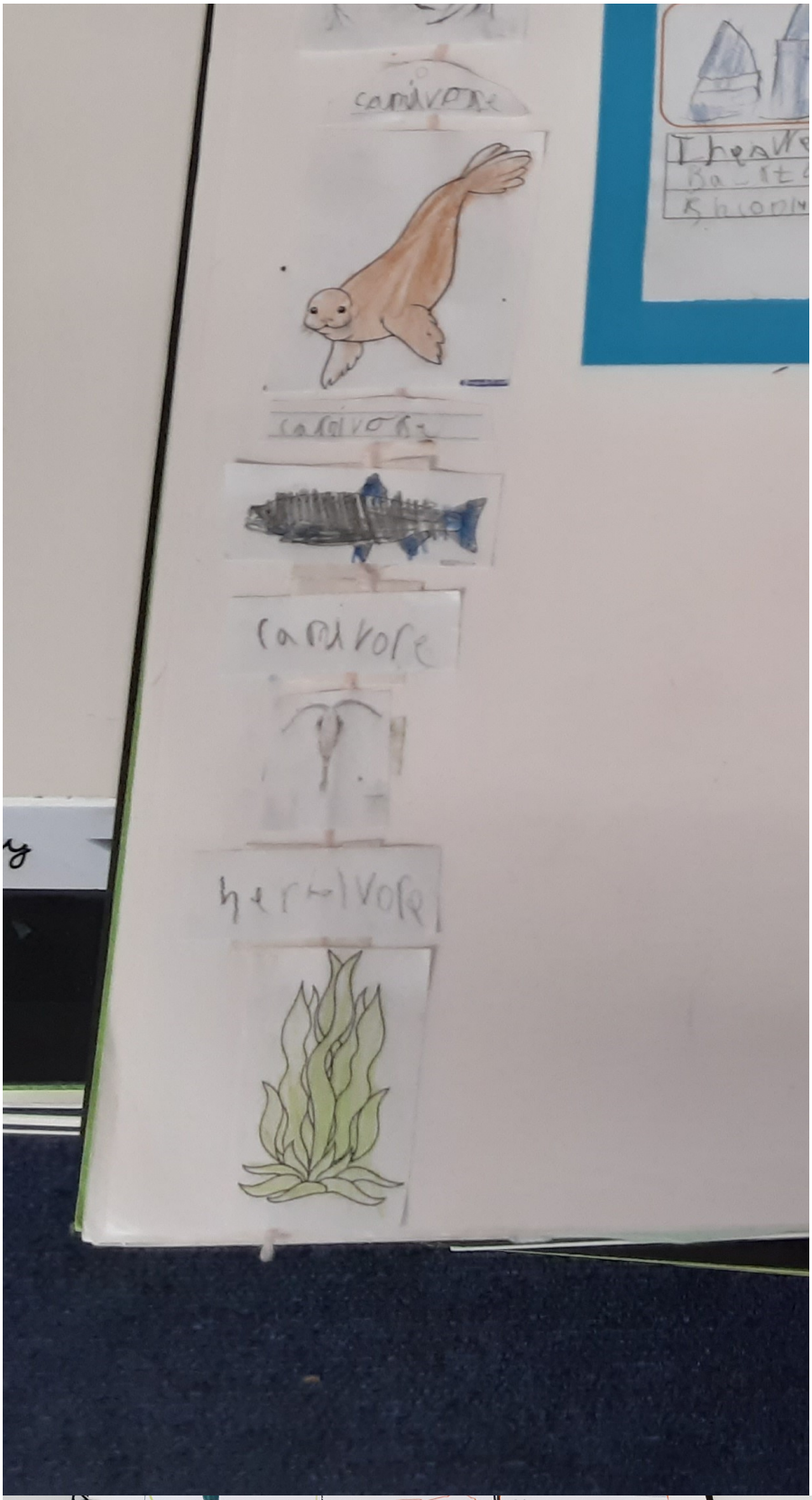


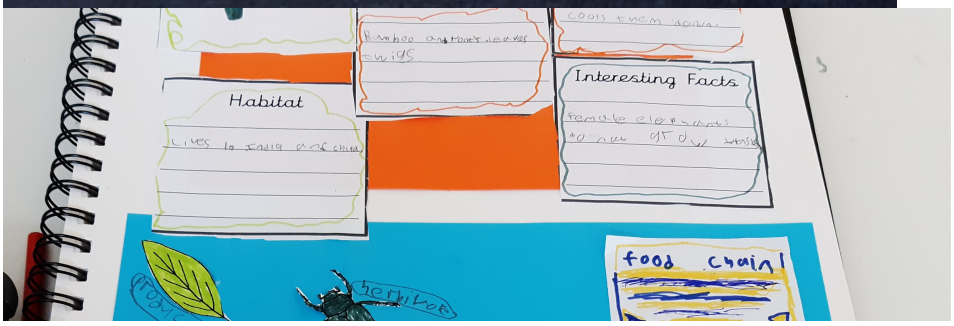

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is
a
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PRODUCER
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Food
Chain
a Leaf
is a Producer.


a mouse
is a omnivore.
a snair
is a carnivore


Food chain
For animal


carnivore
carnivore
carnivore
herbivore

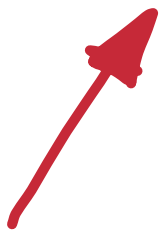

Habitat
Interesting Facts
food chain!


Carnívoro

Enghraifft ddarluniadol/Illustrative example - 3.3 Group Work

Tuesday, December 17, 2019 1:56 PM

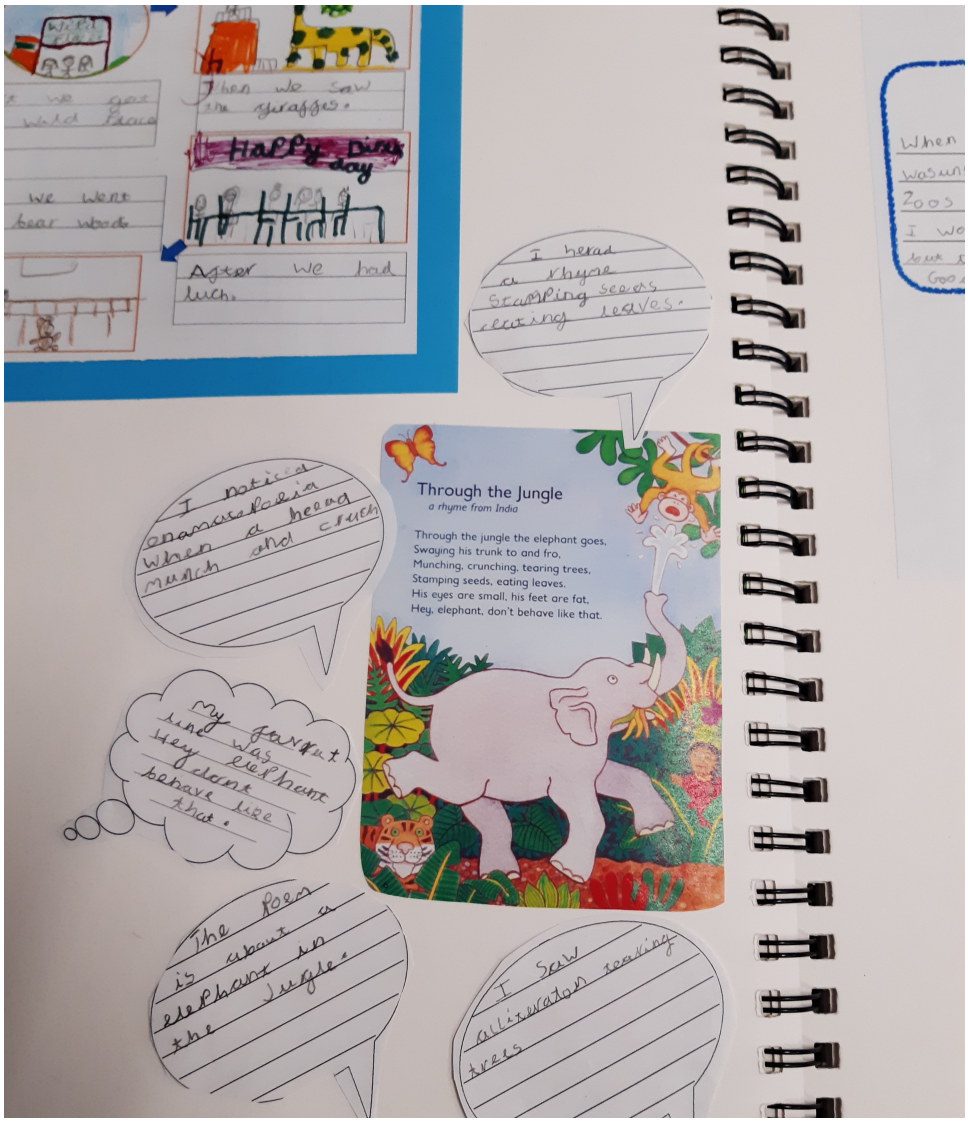
Time 3 December 2019	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)
Opening phase (with links to prior learning)	I will read the poem 'The Fieldmouse' to the pupils.	
Teaching & Core Learning	• I will discuss the figurative language included in the poem. • I will ask the children if they think the figurative language included in 'The Fieldmouse' (onomatopoeia and alliteration) makes the poem more memorable or effective. • I will discuss the poem with the children e.g. does the poem use rhyming, what is the main message of the poem, what figurative language is included. • I will then move on to discuss three types of figurative language – alliteration, simile and onomatopoeia. • I will divide the children into their co-operative groups and give them a poem each.	• I will divide the children into their co-operative groups and give them a poem each. • The children will need to o Read the poem; o Decide what the poem is about; o Choose their favourite line; o Find any figurative language. • The teams will then visit each other. The team need to tell the visiting team: o What the poem is about; o Their favourite line; o If they did or did not like the poem and why; o Any figurative language they have found.

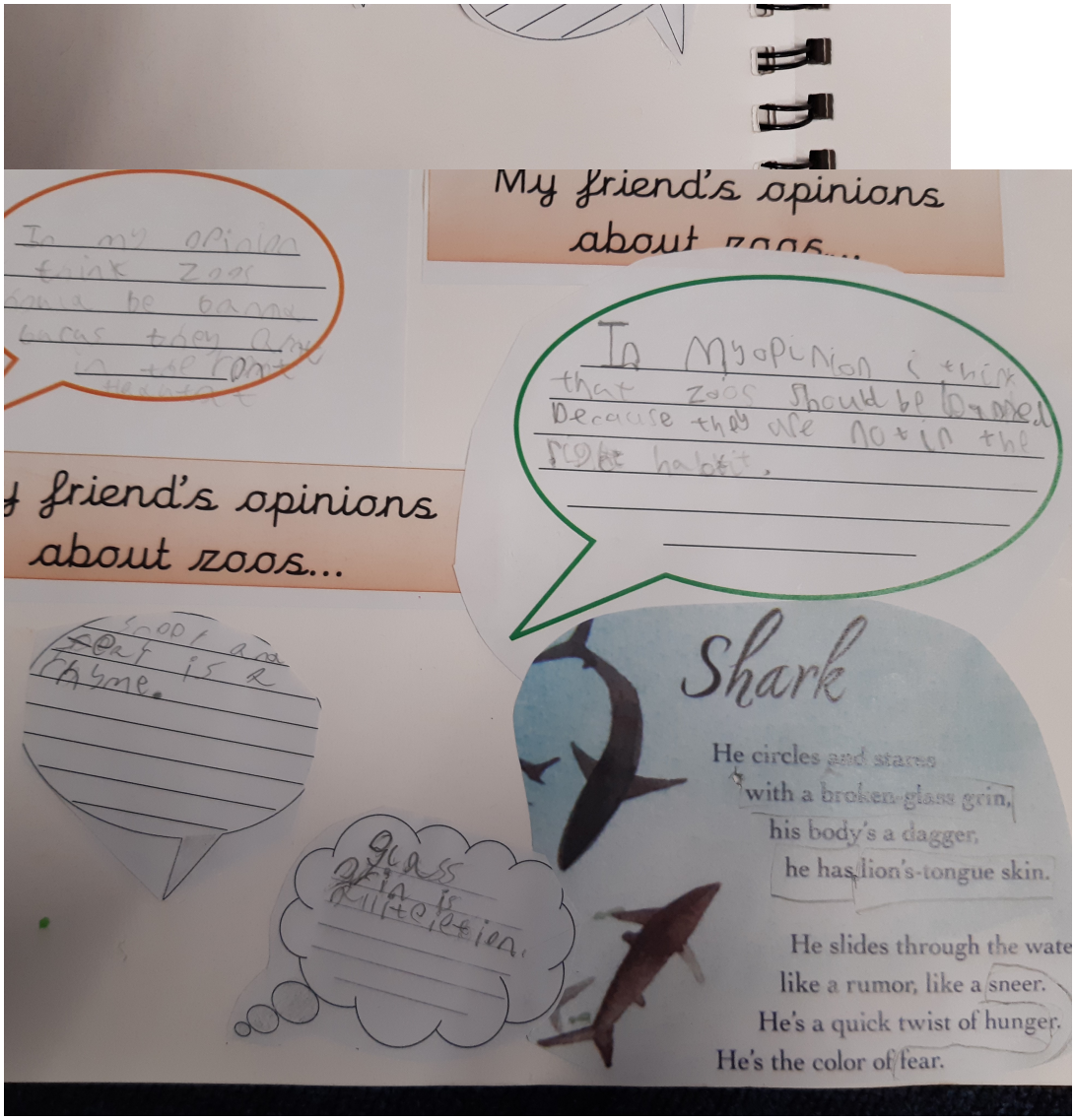


The class were split into their co-operative groups to work on the task. The groups were made up of pupils of mixed attainment so that the children could learn from each other. It has been found

that children learn nearly 80% of what they learn from each other (Welsh Government 2010).

In this lesson I used the AFL strategy of group work to enhance the learning in this task. In his observations, Vygotsky (1896-1934) found that when children were given tasks to complete with a peer or an adult they did much better than when they were working alone. In his research he found that the process of engagement helped to make their thinking or performance more effective (Welsh Government 2010). I asked the children to work as a group, but to also write their own comments on their poetry sheets (as below). I asked them to write individual answers rather than a team answer because in previous group work activities I found that a few children would let their group do all the work. Below are some examples of the work produced.




My friend's opinions about zoos...
In my opinion I think that zoos should be banned because they are not in the right habitat.
friend's opinions about zoos...
Shark
He circles and stares
with a broken-glass grin,
his body's a dagger,
he has lion's-tongue skin.
He slides through the wate
like a rumor, like a sneer.
He's a quick twist of hunger.
He's the color of fear.

Enghraifft ddarluniadol/Illustrative example - 4.1 Visit to The Wild Place

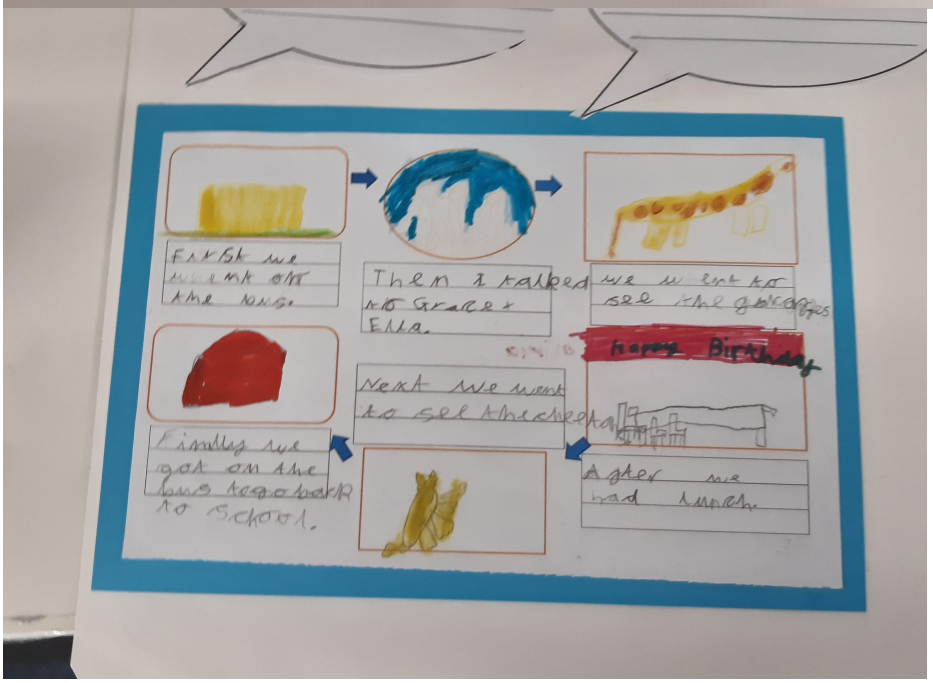
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We took the year 3 pupils on a visit to The Wild Place just outside Bristol. We decided to take the children on this trip as part of the explore stage of their class enquiry 'Should zoos be banned?'. The visit gave the children an authentic experience of a zoo. This enabled the children to more accurately form their individual views regarding whether zoos should be banned. Donaldson has emphasised the importance of visits as they can bring abstract learning to life (Donaldson, 2015).

Following our visit to The Wild Place I took a literacy lesson with the year 3 class. The children wrote





about their experience at The Wild Place using time connectives to start their sentences. It was a good chance for the pupils to reflect upon a real-life experience whilst also learning about time connectives.

My teacher model.

My learning journey at the Wild Place


First, we boarded the bus to Bristol.
During the trip we talked to our friends.
Eventually, we arrived at the Wild Place.
Firstly, we went to visit the giraffes.
Suddenly, some guinea fowl started following us!
After a while, we stopped to have our lunch.
Afterwards, we visited Bear Wood where we seen bears, wolverines and lynxes.
Finally, we left the Wild Place and drove back to our school.

Enghraifft ddarluniadol/Illustrative example - 4.2 Visit to the school garden

Tuesday, December 17, 2019 10:38 PM



I took the year 3 class to the garden. In this lesson the class were split into 4 groups. I gave the class 4 activities and the groups rotated through them.

Activity 1 involved independently searching for animal habitats.



Activity 2 involved finding creatures and then drawing a picture of the creature and labelling its different parts.





Activity 3 involved creating a piece of art using natural resources. The children had to use their imagination and improvise with the materials available.



Activity 4 involved creating a home suitable for a hedgehog using sticks, stones and leaves. The children had to think about the environment and what



a hedgehog would need to stay safe and warm. Problem solving and active learning are key elements of authentic learning (Paddison & Mortimer, 2016; Beach, 2017; Chen, 2017). Deale (2008) describes authentic learning as learning which focuses on educational activities that relate to real-world problems.

We decided that it would be best to take the pupils down to the garden in order to allow them to explore in an authentic environment. The most important thing I wanted to come from the lesson was for the children to enjoy being outdoors and to be excited about exploring and experimenting with what they found. The first 'What matters' statement for Science and Technology is that 'being curious and searching for answers helps further our understanding of the natural world and helps society progress'. Respect for the garden and the things living in it was also emphasised.

Enghraifft ddarluniadol/Illustrative example - 4.3 Independently researching endangered animals

Tuesday, December 17, 2019 10:38 PM



The year 3 class in which my placement occurred is split into four groups of mixed attainment levels for each session. Two groups will stay with the teacher whilst one group works with an LSA and the other group works on an independent ICT activity. Whilst teaching the teacher focus lesson I set the ICT group an activity to research an endangered animal. In his discussion of the pedagogical principles, Donaldson (2015) states that the internet opens up vast opportunities to access resources and engage with real-life issues. The pupils were instructed to find some endangered animals by searching online, select one to focus on, research some facts about it and then create a mind map using PowerPoint. I thought this would be a good opportunity to encourage the pupils to find out more about animal endangerment and the wider effects it can have on the ecosystem. Authentic learning had been described as bringing the world into range (Waters, 2013). In order to create an authentic learning experience it is important that the context is appreciated. This aspect of the activity also linked into a recent lesson on food chains.

Myfyrdod beirniadol/Critical reflection

Wednesday, December 11, 2019 1:14 PM

A written critical reflection of your progress in planning and implementing the pedagogical principles, with recommendations for ensuring further progress

Word Count: 3,292

The link between good teaching and learning has been supported with strong evidence within the teaching profession (Donaldson, 2011; Elmore, 2004; Hargreaves&Fullan, 2012; Hattie, 2009; Payne, 2008). The characteristics of a good teacher are varied and far reaching. Donaldson (2015) has noted that these characteristics not only include subject expertise and excellent classroom management, but also an appreciation of the social and psychological factors that influence learning and the ability to excite and inspire pupils to love learning. Effective pedagogy requires teachers who not only understand 'what' they are teaching, but also 'how' and 'why' they are teaching (Donalson, 2015). At the beginning of November 2019, I commenced my first professional teaching experience. My experience took place in a Welsh primary school of about 460 pupils. I was placed in a year 3 class in key stage 2. Prior to commencing this placement, I studied the elements of effective teaching and excellent pedagogy. This paper is a critical reflection of

my progress in planning and implementing the pedagogical principles with the purpose of improving and developing my personal pedagogy. This paper will also detail recommendations for future improvement.

Assessment for learning (AFL) or formative assessment is the process of seeking out and then interpreting evidence in order to determine where learners are at, where they need to go next and how to get them there (Assessment Reform Group, 2002). Summative assessment involves summarising pupil attainment at a set time whereas formative assessment or AFL is a method of keeping learners on track from minute-to-minute throughout the learning process (Black&Wiliam,1998; Wiliam, 2002). It has been found that AFL is an extremely effective method of increasing standards within the classroom, particularly for pupils with lower attainment (Black&WIliam,1998). Donaldson (2015) has stated that.

> '*Good teaching and learning means employing assessment for learning principles.'*

AFL is not only beneficial to learners, but also enables teachers to improve their practice through the process of constantly evaluating what is and is not working in the classroom. Benett (2011) has questioned whether certain AFL strategies are as successful as claimed. Bennett (2011) accepts that high-quality feedback improves student performance in simple tasks, however he flags Kluger and De Nisi's research which shows underwhelming student improvement overall. Whilst Bennett (2011) concludes that AFL is still a work in progress, Shavelson (2006) attributes any shortcomings to the fact that there is still much work to be done to ensure teachers are implementing AFL effectively. Wiliam states that AFL strategies are not difficult to implement, however the challenge for teachers is to embed AFL into their pedagogy. Donaldson (2015) also accepts these difficulties and suggests that staff

training is the answer. During my placement I used AFL strategies to enhance the learning.

Establishing effective classroom group work is extremely important and the evidence for its success is compelling (Welsh Government, 2010; Slavin et.al, 2003). Wiliams (2018) has attributed its success to four main factors; pupils are motivated to help their teammates because it is in their interest; pupils help their teammates because they care about the team; pupils can receive help from more able peers; and the pupils who provide help benefit from having to think through the ideas in order to explain them. Each factor is important; however certain factors seem to have a more profound effect (Wiliam, 2018). In a review of ninety-nine studies it was found that when group rewards depended on each learner as opposed to the production of a single piece of work the impact on learning was four times greater (Slavin, 1995). I found this to be so in my experience. Having incorporated group work in previous lessons, I found that some pupils would let their teammates do all the work. To counteract this, during group work in an expressive arts lesson (example-3.3), I asked that all students record their answers on a worksheet provided. This strategy motivated the pupils to engage and contribute to the group. There must be a level of individual accountability in order to make group learning successful (Wiliams, 2018). Goals must also be set so that the group knows what they are doing and are on the same page (Wiliams, 2018). This is an area where I could improve. Although I always established success criteria in lessons, I would not always display it where it could be constantly seen. In retrospect I feel that I sometimes spent too little time giving the pupils the tools, skills and guidance to work and learn independently. One strategy I feel would have improved learning in the expressive arts lesson is ‘C3B4ME’ (Wiliam, 2018). Simply put, this strategy asks pupils to check with three other pupils

before asking the teacher. Some pupils found the figurative terms difficult to comprehend. Although I wrote the terms along with examples on the whiteboard, I was still constantly being approached me with similar questions. By introducing ‘C3B4ME’ this could have been avoided. Furthermore, an explanation from a peer could have been more effective as children learn nearly 80% from each other (Welsh Government, 2010). Critiques have expressed concern that higher attaining students may be held back if they must help peers, however it has been proven that pupils who give and receive help within a group gain the most from the experience (Wiliam, 2018). Another method of improvement would be for the pupils to establish their own criteria.

Success criteria is an important feature of AFL. Educationalists and government promote discussing success criteria with the class in order to ensure everyone understands what it is, how they will be judged and the purpose of learning (Hattie, 2009; Stobart, 2008; Welsh Government, 2010). During my placement I taught the class about food chains (example-3.2). On day two the students created their own food chain. After recapping the previous lesson, I used questioning and a teacher model food chain to prompt the pupils in coming up with their own success criteria. It is important that pupils know what counts as quality work and that they know how they will be assessed (Wiliam, 2018; Sadler, 1998). Having a teacher model or an example of excellent peer work can be effective in achieving this. Wiliam (2018) has taken modelling further in suggesting that it is useful to also show a bad example to illustrate common mistakes. I plan to implement this strategy in future. Success criteria should focus on pupil learning (Crichton&McDaid,2016). For this reason, I used questioning to prompt the class into realising that including the key scientific terms was important. Concerns have been raised that success criteria can inhibit creativity

(Kohn,2011). In order to counteract this, we not only discussed what the key success points were, but also where they had creative freedom. I believe the children's work (example 3.2) shows that this was effective. I feel that getting the children to identify their own success criteria was effective, however, upon reflection, I may have been taking answers from the most confident children. Wiliam (2018) suggests that allowing students to choose whether to participate through the hands up method often increases the attainment gap because those who do not participate do not increase in ability. The Welsh Government has suggested the use of think-pair-share to counteract this (2010).

I have found the strategy think-pair-share to be useful in improving engagement and quality of talk amongst pupils. Think-pair-share encourages quality critical thinking through the process of personal thought, the development and validation of these thoughts by a peer and finally the opportunity to gain further knowledge and different perspectives in the share stage (Robertson,2006; Welsh Government,2010). Black and Wiliam (1998) have stated that the stimulation of a thoughtful reflection in which all pupils can take part is essential in any dialogue. I believe that both aspects can be achieved through the correct use of think-pair-share. On day one of the food chain lesson (example-3.1) I used think-pair-share to ask, ‘Why do we eat?’. The entire group were engaged during think-pair-share. As per Marzano and Pickering (2005), the personal interaction aspect motivates many pupils with little intrinsic interest in the subject. Think-pair-share also encourages shy pupils to engage because they don’t feel the pressure of responding in front of the entire group (McKeachie&Svinicki,2010). In future, I would give pupils more time for personal thought during think-pair-share. Upon consideration, I think I moved on from the thought stage too quickly. The result may have been that more confident partners dominated the pair stage. It has been found that

by increasing wait-time by even 3 seconds, more learners will respond, the answers will be deeper, and the language used will be more complex (Welsh Government, 2010).

It has been said that the world beyond the classroom is cross-curricular one (Barnes, 2015). Donaldson's (2015:68) ninth pedagogical principle states that,

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

Donaldson's report (2015) encourages a cross-curricular approach involving all subjects. However, emphasis will be given to these three because they are essential for successful participation in the modern world (Donaldson, 2015). Consequently, children must receive frequent opportunities to improve their skills in these subjects and be able to apply them across the curriculum. Donaldson (2015) has argued that separate subject teaching has led to narrow and repetitive classroom experiences. Critics of the cross-curricular approach argue that knowledge naturally falls into certain domains which are bounded by a specific way of thinking and working (Kerry,2010; Hirst,1974). This approach has become somewhat embedded into pedagogy. However, Kerry (2010) argues that it is content which distinguishes one subject from another and not the approach to learning. He argues that the subject discipline approach leads to a blinkered approach to problem solving and that we must teach students to draw upon all insights and areas of learning (Kerry,2010). Lawton suggests that subjects are useful to a point however real-life problems are not subject specific (1997). It has been suggested that reliance on the subject specific approach may partially stem from the convenience it offers to teachers (Kerry,2010). The challenge for teachers going forward will be to

focus on their cross-curricular responsibilities and to do so in a natural and authentic way (Donaldson,2015).

During my placement I taught an expressive arts lesson involving animal poetry (example-2.3). The pupils worked on a poem in groups to identify figurative language and other observations. I felt that teaching a poetry lesson would be a good way of covering literacy and expressive arts as poetry naturally straddles both. I still feel this is the case however, upon reflection, I may have tried to cover too much material in the lesson. It may have been better to focus on one figurative term and poem and then follow with menu of expressive activities. It is widely accepted that cross-curricular learning has much to offer primary teaching (Kerry,2010; Barnes,2007; Katz&Chard,2000) including: coherence in learning across the curriculum; adding relevance to learning; reinforcing key skills and concepts; and providing contexts for the use and application of subject specific skills and concepts (Kerry, 2010). However, it is important to avoid curriculum overload. Lessons must be an even blend rather than two lessons squashed into one. I felt that I may have been guilty of this. Barnes (2007:179) has warned against the danger of

> '*watering down*'

subject teaching. In future I would integrate one poetic term per lesson and then build upon it in following lessons.

As part of a numeracy lesson (example-2.2), I gave the children the opportunity to improve skills from the DCF. I asked them to photograph their concrete working out, create a PicCollage including a comment detailing which concrete method they preferred and then upload the collage to SeeSaw. Donaldson (2015) has argued that digital competence plays an increasingly powerful role in children's lives. Furthermore, it is a stable feature of the modern workplace (Donaldson, 2015). It is therefore important to take every

modern workplace (Donaldson, 2015). It is therefore important to take every opportunity to enable children to progress in this area. It is also important to focus on

'*deeper skill development, transferability and understanding*'

rather than upon rapidly changing technology in order to prepare them for the future (Donaldson,2015:41). Although the children had used the technology involved in this lesson before, there were opportunities to refine and further their skills. For example, I was able to show them how to focus by tapping the screen. Additionally, we talked about creating a collage appropriate for the purpose as some children were adding embellishments which made it difficult to see their pictures and comments. As in my expressive arts lesson discussed previously, I found it difficult to cover everything in one lesson. We ended up working on the PicCollages in another lesson. This was a good decision as it avoided detracting from the lesson focus, however I question if splitting into two sessions can be categorised as effective cross-curricular integration.

Donaldson (2015:40) has emphasised that numeracy skills are *essential* for

'independent living and work'.

Within a science lesson on food chains (example-2.1) I gave the pupils the opportunity to improve their numeracy skills. The pupils were sorting a basket of toy animals into a hula hoop Venn diagram according to what they eat. The children enjoyed this, and I received positive feedback from my mentor on my incorporation of numeracy (example-2.1). The children also received the opportunity to improve their DCF and literacy skills in this lesson. The children were encouraged to search online if they were unsure of a fact, thus enhancing their digital skills. The children were also placed in groups and encouraged to discuss the placement of the animals thus improving their oracy skills. I was happy with how I addressed cross-curricular responsibilities in this

skills. I was happy with how I addressed cross-curricular responsibilities in this lesson. In other lessons time was a problem. This caused me to worry if I was watering down the key focus of the lesson (Barnes,2007). However, I felt that the integration of the Venn diagram, online researching and group discussion were each natural and appropriate, and all served to further the pupils' understanding of food chains.

Donaldson's sixth pedagogical principle (2015:67) states that:

'Good teaching and learning creates authentic contexts for learning'.

According to Waters (2013), good teaching brings the world into range. Donaldson (2015) has emphasised the need for children to see the relevance in their learning and how it relates to the world beyond the classroom. It is therefore important to create authentic contexts in which children may learn to their full potential. An authentic context for learning has been described as a circumstance which resembles the complexity of the application of knowledge in real-life (Paddison&Mortimer,2016; Currie &Knights,2003).

On an exploration of the school garden the class was split into four groups who rotated through four tasks (see example-4.2). The tasks centred around exploring the natural environment and materials. The experience involved learning across the AOLEs, including science, art and literacy. In the activity involving building a hedgehog home, the children had to consider what a hedgehog would need and enjoy and how to make a structurally sound habitat. Problem solving and active learning are key elements of authentic learning (Paddison&Mortimer,2016; Beach,2017; Chen,2017). As the children were solving this problem in the authentic environment it was easier and more relevant for them to consider what the animal would need to keep safe and warm. In the activity where they had to find, draw and label an insect, the students were able to touch and feel the insect rather than experiencing it

students were able to touch and feel the insect rather than experiencing it through pictures. This lesson was easy to manage as it involved so much engaging independent work. The overall aim was for the children to explore and experience and I found them excited and enthusiastic to do this

In my placement class, the enquiry for the term was ‘Should zoos be banned?’. In order to explore this question in an authentic context we took the class to visit ‘The Wild Place’. We felt it was important for the children to see a zoo first-hand. If they could see the animals and conditions first-hand then they could form their own opinions rather than being influenced by the opinions of others. Donaldson (2015) has emphasised the importance of visits as they can bring abstract learning to life. The pupils were highly engaged during the visit and asked the zookeepers questions. Authentic learning often introduces feeling and passion into the learner’s experience. Paddison and Mortimer (2016) have described authentic learning as a reflective process which guides and promotes thinking. In the classroom following the trip I taught a lesson where the pupils reflected on their experience by creating a story map using time connectives to start each sentence. The activity enabled the children to reflect upon their experience whilst also improving their literacy skills. As the pupils undertook the task soon after their visit, the experience was fresh in their minds. The children were engaged with this activity because it involved reflecting upon a fun, memorable and authentic experience. I created a teacher model for the children to refer to which made it easier for the children to know what they were supposed to do. The only negative was that a few children just wrote about the events I had written about. In order to avoid this in future, perhaps I would ask the children to take a notebook on any trip in order to jot down experiences as they happen. This would enable them to capture the learning from the day. Alternatively, I could have shown pictures from the trip in order to jog their memory. This would ensure their reflection was

genuine and carry the authenticity of the trip into the classroom.

In order to encourage thinking around the enquiry topic ‘Should zoos be banned?’, I set the task of creating a mind map about an endangered animal using PowerPoint (example-4.3). Donaldson (2015; 67) has stated;

> ‘...*the internet opens up immense possibilities to access resources, explore sources and engage with real-life issues.’*

The children were able to engage with a real-life issue by researching endangered animals and then delving deeper regarding the animal of their choice. The children enjoyed this learning experience. I could tell because they were coming up to me with the facts they had found. However, I do feel that this task may not have been wholly authentic. The children did learn a lot, however perhaps they would have benefitted from a more first-hand experience. This activity took place after their visit to ‘The Wild Place’, however in retrospect, I think it would have been good to ask a zookeeper to talk to them about the endangered animals in the zoo. It would have been effective for the children to have seen these animals. When we visited ‘The Wild Place’, the children had the chance to explore and be independent which is extremely important for an authentic experience. However perhaps it would have been worthwhile to spend a half-hour session with a zookeeper in order to make the most of their knowledge and experience. Donaldson (2015) has emphasised the importance of schools reaching out beyond their own expertise and forging links with outside agencies.

During my placement I was given some advice by my mentor to always ask myself ‘Where is the learning?’. I found this question important during my planning, but also in my reflection. I feel this question must always be considered when attempting to embody the pedagogical principles otherwise,

they may become a checkbox exercise. Donaldson (2015) has said that effective pedagogy requires fine judgement about what is needed in context in order to promote effective learning. The context must always be considered as each school and child are unique. Although I have areas of improvement to focus on, I am satisfied with my pedagogical progress thus far. By continually evaluating and reflecting, I am confident that I will continue to develop and progress.

Rhestr gyfeirio/Reference list

Wednesday, December 11, 2019 1:14 PM

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