

Overview

Thursday, November 21, 2019

10:37 AM

Student Name: Emily Carroll

Student Number: 1600465

Assignment Title: A portfolio that illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

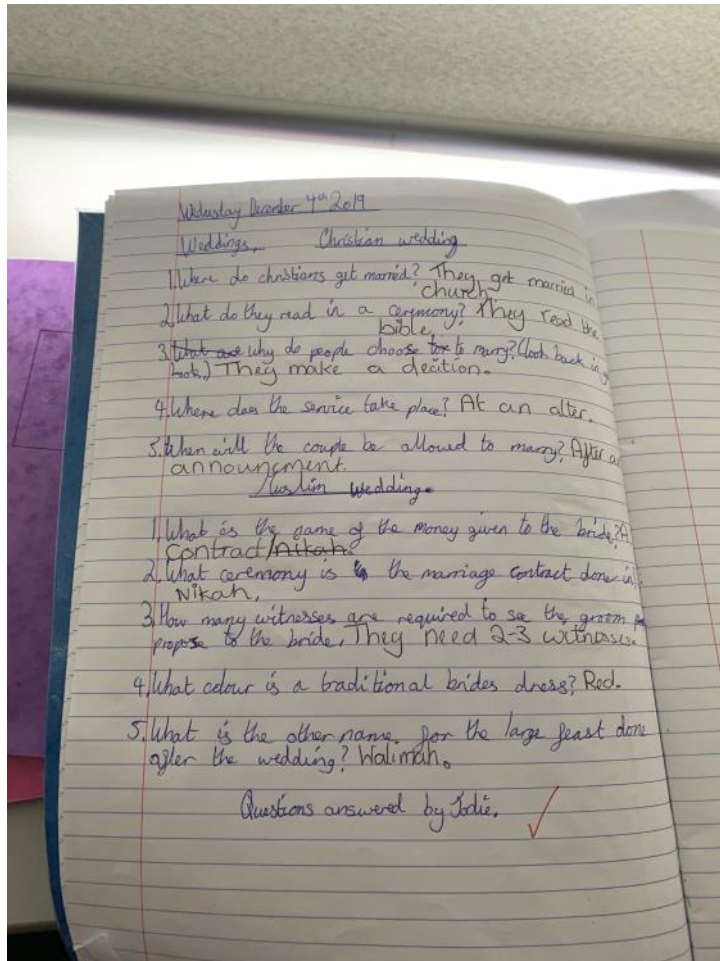
Pathway: Religious Education PGCE Secondary

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1600465_student_uwtsd_ac_uk/EorFFbae1vVBpelONTVzuqcBMHaCM-cYY6b6_3O5XpJq1g?e=fv4UFU

Assessment for Learning

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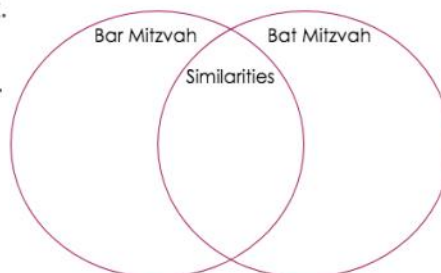
Assessment for learning is one of the key principles of Donaldson's report (2015). It is suggested by Donaldson that assessments should encourage children and young people to take responsibility for their own learning. This is related to one of the professional standards for teaching.



Year 7 mixed ability. This class had to create their own quiz about marriage to summarise any learning from previous lessons. This quiz allowed me as their teacher to decide if each pupil had understood the previous lesson ready to move on to the next topic. They asked 5 questions on each wedding and then swapped books to answer each other's quiz.

Task 3

- ▶ Draw a Venn diagram in your book.
- ▶ Label one circle 'Bar Mitzvah'.
- ▶ Label the other circle 'Bat Mitzvah'.
- ▶ Compare what happens in a Bar Mitzvah to what happens in a Bat Mitzvah.
- ▶ Can you see any similarities between the two ceremonies?





Year 7 mixed ability. The task set was to compare a Bar and a Bat Mitzvah. The pupils were given a designated amount of time to fill in the diagram. Once the time was up the pupils had to mark each other's venn diagrams and then add anything else that was needed. Providing the pupils with a mark scheme allowed them to be independent with their own learning and re visit anything they were unsure of.

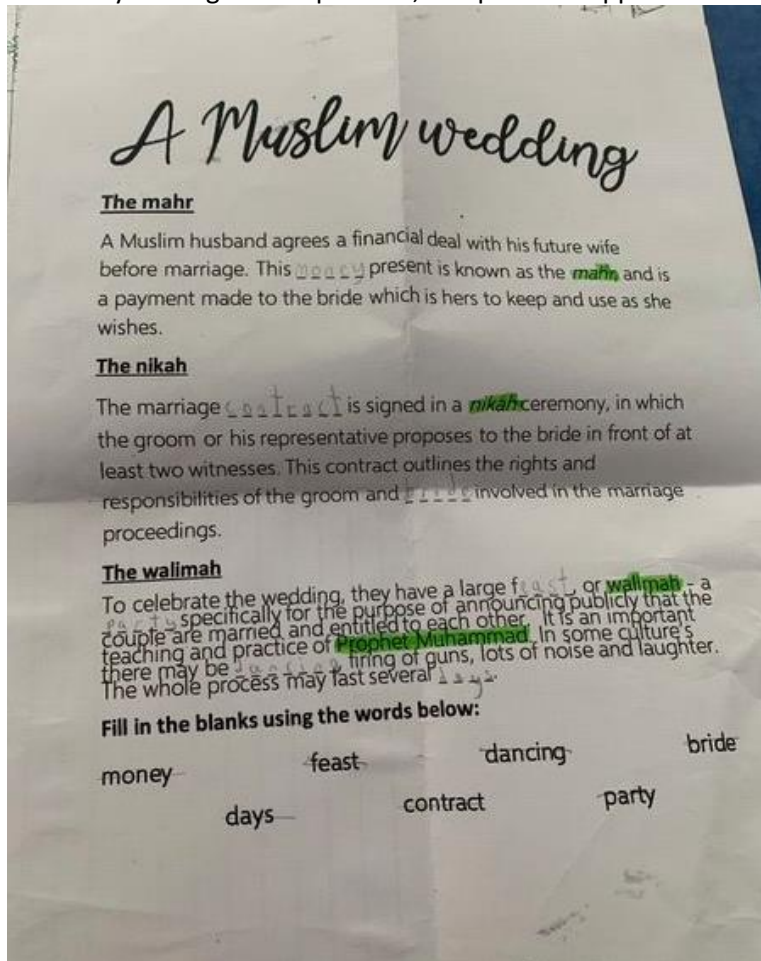
Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including health and Safety requirement)
Opening phase (with links to prior learning)	Starter task will be displayed on the board.	Pupils will have to work out what the key words are on the board to get them settled for the lesson.	Power point presentation Posters
Teaching & Core Learning	Pupils will swap posters with the person sitting closest to them in order to peer assess.	Pupils will need to look at each other's posters and decide what the positives are and decide what could be changed about the other persons poster. Pupils will then swap posters back in order to make any changes necessary.	Power point presentation Posters

Year 8. The pupils had previously created posters based on Jerusalem. This lesson, they had to swap posters in order to peer assess each other's work. After this they had to make their own improvements on their own posters. This enabled the learners to understand what information they needed and how they could improve their work ready for next lesson.

Cross Curricular Responsibilities

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



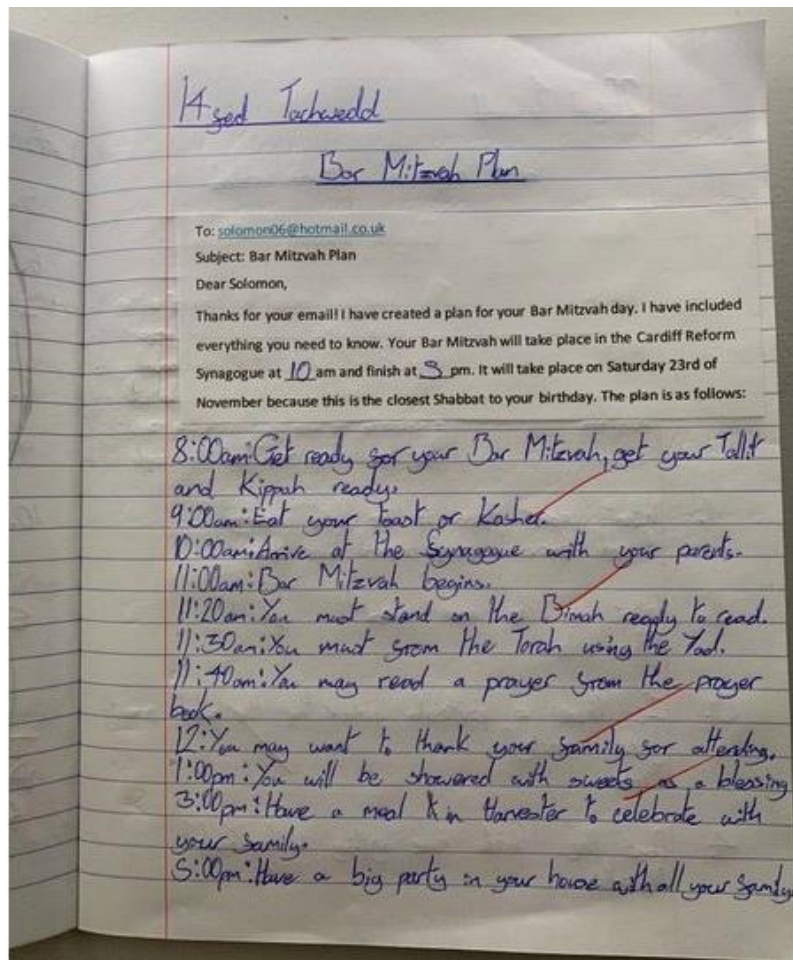
Literacy

For this task, pupils had to read through the information first to understand the topic. Once read through, the pupils had to fill in the blanks based on the information they had read. After this task, the information had to be placed into a table in order to compare the three parts of the wedding.



Numeracy

The pupils had to create a venn diagram to display a comparison between Bar or Bat Mitzvah. This is using simplistic numeracy skills such as using data skills to collect and record data and present and analyse data. Creating and using venn diagrams is progression step 3 of the numeracy framework.



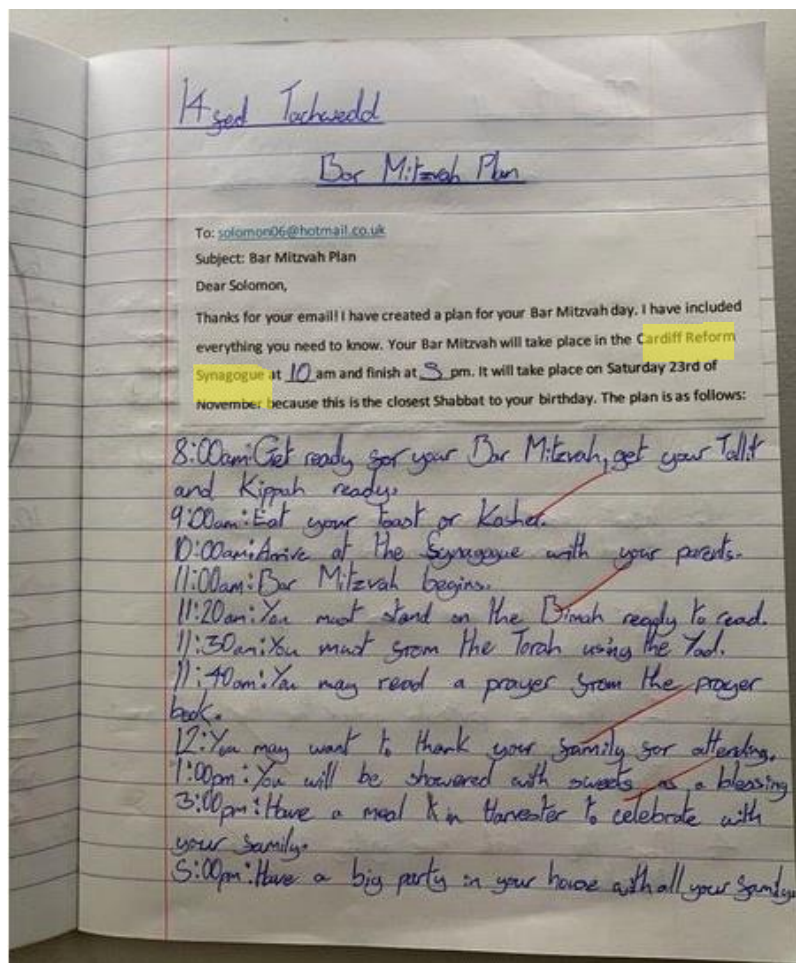
Digital Competency

The pupils received an 'email' from a friend to create a plan for a Bar Mitzvah. The pupils learned how to create an email and what was needed in an email. For future progress, to involve digital competency, the pupils could create an email online through a 'computer room' resource.

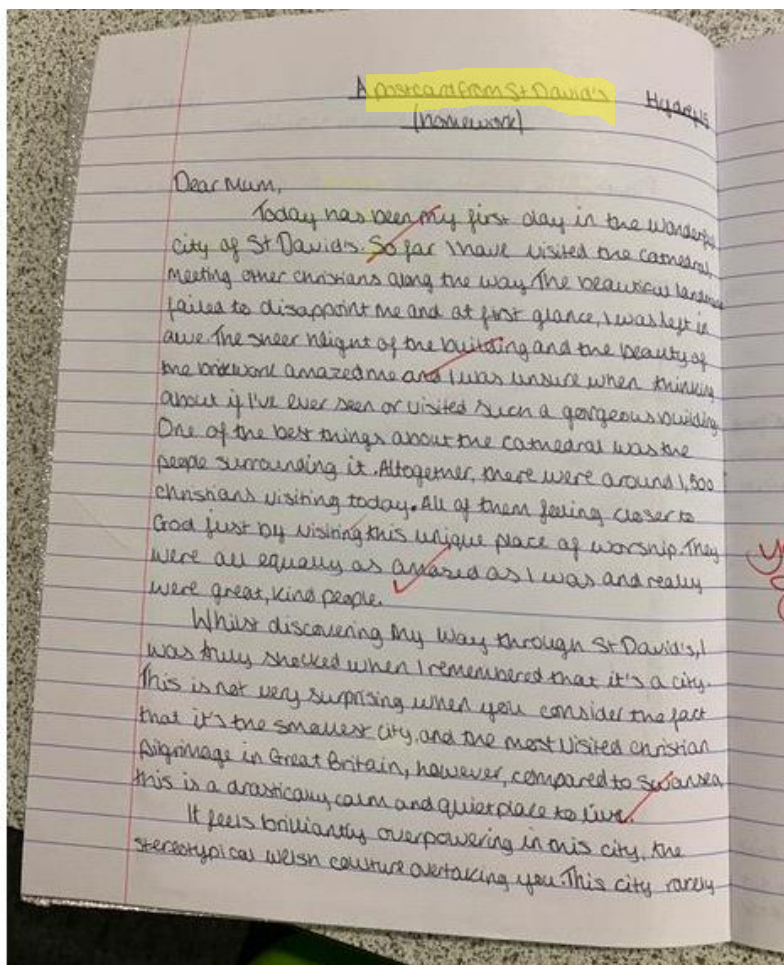
Creating Authentic Contexts for learning

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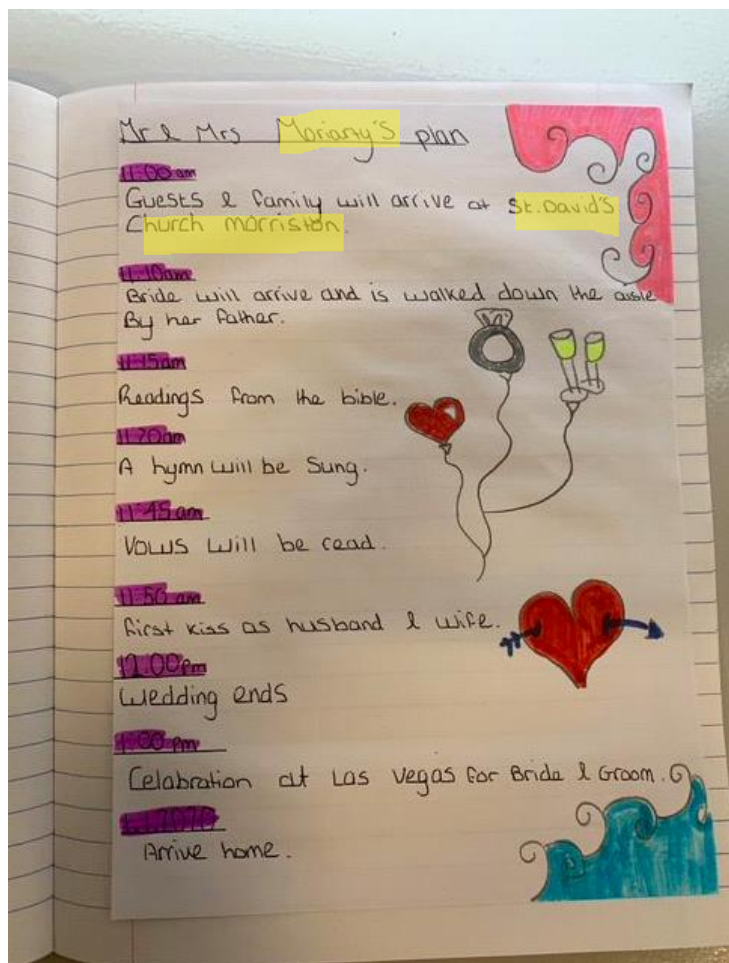
Good teaching and learning creates authentic contexts for learning.



Year 7 mixed ability class. This was the second lesson on Bar Mitzvah where the pupils had to help a Jewish friend plan a Bar Mitzvah. The Bar Mitzvah plan was based on an event that was to take place in Cardiff Reform Synagogue.



Year 8 mixed ability. The class were beginning a new topic of religious pilgrimage and to begin the scheme of work, a lesson was taught focusing on St David's in Wales as a place of pilgrimage.



Year 7 mixed ability class. Second lesson on Christian weddings. Aim of the lesson was to create an order of service for a local rugby player. The pupils had to decide which local church to the area to use in their plan.

Critical reflection

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Critical reflection of 3 principles

The main purpose of professional teaching experience is to learn from the experience itself and gain a crucial understanding of the teaching profession. Professional teaching experience is an experience that student teachers participate in to stimulate their thinking and professional knowledge to ensure that their practice is critically informed and current (Gtcs.org.uk, 2019). It is continuously a learning development that aids the practice of not only student teachers, but the professional development of fully qualified teachers within the industry. Self-evaluation is a key aspect of professional teaching experience as it allows the individual to reflect upon the experience and react to the situation whilst finding the negative and positive impact. Overall, professional teaching experience is a cyclical process that begins with experience. The experience is then evaluated and processed in order to analyse any outcomes and reflect upon the experience for further professional development. This essay attempts to examine the implementation of different pedagogical principles into a professional teaching experience, and the attempt to analyse any future implementations of these principles. This essay will also examine the importance of each principle and the effect that each principle has had during the professional teaching experience in question. The pedagogical principles stated in Successful Futures (2015) require high-quality teachers with a sound understanding of the 'why' and 'how' of teaching as well as the 'what'.

As outlined in Donaldson (2015), the recommendations of the curriculum review do not imply an emphasis on any certain teaching approaches: decisions about teaching and learning are very context and purpose specific, and are best taken by teachers themselves (Donaldson, G, Successful futures). This suggests that out of the 12 pedagogical principles outlined, it is vital for the individual teacher to decipher which pedagogical principles work best with their pupils. There is a cyclical approach that begins with identifying the pupils' greatest needs within a particular class. The next step is to pair the needs of the pupils to the most appropriate pedagogical approach. The last step is to assess the impact of the teaching approach through pupil progress. This method should be repeated to recognise the best pedagogy to use within the classroom environment. This recommendation from Donaldson suggests that different pedagogical principles will work with different classes or subject areas. For example, a secondary subject teacher with a subject such as Geography may be at ease to implement numeracy into their lesson. On the other hand, there may be a secondary French teacher who would find it increasingly difficult to implement numeracy into their lessons. The three main pedagogical principles in focus are Assessment For Learning, Cross Curricular Responsibilities and Creating Authentic Context for learning. The three pedagogical principles under consideration were chosen as they work effectively within the humanities field, specifically Religious Education.

The first pedagogical principle in focus was assessment for learning. For the instance of this portfolio, assessment for learning refers to the formative kind. Assessment for learning is a key pedagogical principle as it is a way of ensuring the pupils have understood the current topic by using formative assessment. Donaldson stresses the importance of assessment for learning, as learning can be particularly powerful when learners are given feedback that helps them to think through the issues and provides them with guidance on next steps (Donaldson, 2015). This provides the learners with the knowledge they need to feedforward with their work from receiving feedback. Assessment for learning is a pedagogical principle that is based upon progression and ensuring that learners are on track with their own

learning. Assessment for learning also enables the classroom teacher to successfully gain data on each pupil which will enable the teacher to develop future lesson plans based on the needs of the individual pupils. Dylan Wiliam suggests that assessment for learning is the challenge to change practitioner behaviour to embed assessment for learning practices consistently into classroom practice. This meaning that the individual teacher should try to implement assessment for learning into the classroom regularly, so that it becomes a natural part of the lesson (Donaldson, 2015). This shows the importance of the principle as it appears to hold great importance out of the 12 pedagogical principles of Donaldson's report. Wiliam also underlines the importance of assessment for learning as formative assessment is at the heart of effective teaching, it has a strong positive effect on achievement and improving formative assessment raises standards (Black, and Wiliam 2006). Overall, assessment for learning is a method to determine whether the teaching/learning was to the specified standard. This suggests that if the pupils have understood the topic or lesson, then the other pedagogical principles that have been put into practice have been successful for a specific class.

The next pedagogical principle in focus was good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them. As stated by Donaldson, it is crucial to understand that different areas of learning will find that different pedagogical principles develop naturally in comparison to other principles. Reinforcing cross curricular responsibilities is an important principle of the report. However, cross curricular responsibilities are split into three categories. The three categories as listed above are literacy, numeracy and digital competency. Within the humanities department, it is difficult to reinforce these responsibilities whilst attempting to reinforce the responsibilities of the area of learning. Within successful futures, Religious Studies will be combined with Geography and History to create an area of learning of humanities. This shows how each subject area has new responsibilities within the new curriculum and the importance of these responsibilities varies. Donaldson recognises these issues and suggests that the responsibility for cross curricular learning should take place as natural as possible in planning and implementation. There are many other issues with this pedagogical principle. From experience, it is difficult to implement digital competency within a particular school where there is a lack of funding or budget within the ICT department. For a school with a high budget and mass of resources, it will be natural to implement digital competency into everyday lessons without the trouble of resources. Literacy on the other hand, is regarded as the single best investment for enabling children to develop skills that will likely benefit them for a lifetime (Neuman and Dickinson, 2011). According to Blake and Blake, literacy is the number one goal that 'we' face today. It is claimed that although we know that people who cannot read and write may be intelligent and worthy, but if they are not literate in our present-day technological global society, they are at a dismaying disadvantage (Blake and Blake, 2002). This quote reinforces the focus of the importance of literacy throughout the curriculum.

The last pedagogical principle is good teaching and learning creates authentic contexts for learning. This principle arguably holds much importance especially within Wales to promote the use of curriculum Cymreig. Donaldson argues that this is the key principle that will make all learning meaningful and authentic. It is also stated in Successful Futures how important it is that children and young people see the relevance in their learning to the world beyond the school gates and that opportunities are taken to forge links to that world. As quoted by Donaldson in Successful Futures, Waters describes good teaching as bringing 'the world into range' (Waters, M. 2013). It is a common practice for teachers to implement authentic contexts into their lesson plans. For example, as Jilin states 'I determinedly took children out of the closed classroom and moved toward nature and society through elaborately selected scenarios and linking children's learning and their lives'

(Jilin, 2017) suggests that this practice is efficient as the pupils could express their real personal feelings, without having to use too much of their own imagination. The purpose of contextualised learning is to make the learning as realistic as possible. This principle links closely with one of the four purposes of the new curriculum. This purpose being to create ethically informed citizens. This principle is closely linked with this purpose due to the fact that creating authentic contexts for learning and making the content relevant, is what will aid the learners to develop their knowledge and understanding of what it is to be a citizen.

The three pedagogical principles outlined in this essay are arguably three of the most important principles out of the twelve. The twelve principles should be linked to the four purposes of the curriculum and therefore been meaningful and purposeful to the subject area. Assessment for learning is a principle that can be used across any subject area or key stage. Cross curricular responsibilities hold the same general importance amongst each key stage. In comparison, creating a contextualised learning environment can be seen as one of the most important principles to Religious Education. Within the subject of Religious Education, it is customary to use local examples and issues in order to plan and deliver lessons. From experience, it is the most natural pedagogical principles to implement into practice. Using local issues or experiences make the learners more engaged with the learning as it makes the information purposeful as it is relevant to the pupils themselves. As illustrated in the examples throughout this portfolio, I have used local celebrities to teach the subject of Christian weddings, this making the pupils more engaged as they are familiar with the person and therefore intrigued. Using local places as places of pilgrimage was also beneficial as the pupils could understand the importance of local pilgrimage before engaging with the wider world.

Implementing contextualised learning can be done through a method labelled 'REACT'. This abbreviation is used by teachers that refers to 'R' for relating. This meaning linking the concept to be learned with something the student already knows. The next letter being 'E', stands for experience, which includes hands-on activities and teacher explanation to allow students to discover new knowledge. 'A' is for applying, which is the process of students applying their knowledge to real-world situations. The next part is 'C' for cooperating, where students solve problems as a team to reinforce knowledge and develop collaborative skills. Lastly, for 'T', this is where students take what they have learned and apply it to new situations and contexts (CORD, 2016). This is a method that I will use to improve my lesson planning to ensure the learning that is taking place is structured and relevant. Using authentic context for learning is one of the professional standards for teaching and leadership which also focuses on Religious Education. For qualified teacher status, a teacher must demonstrate an understanding of the use of real-life authentic contexts for learning as a natural part of learning. This will extend the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice (Hwb, 2017).

Numeracy is a difficult responsibility to implement into Religious Education. Although within the numeracy framework, there are simplistic key points which will enable teachers to develop the skillset of the pupils in the classroom at ease. There are four main strands that are classified under numeracy. These strands are developing numerical reasoning, using number skills, using measuring skills and using data skills. The last strand of the numeracy framework was the easiest to implement, this being using data skills. This is split into three different steps being collect and record data, present and analyse data and interpret results. Throughout my professional teaching experience, I have introduced tasks based around numeracy. There are some strands of the numeracy framework that suggest that no digits must be used for the skills to be classified as numeracy, this making it more natural for teachers of other AoLE's to interpret into lesson plans. From my experience, using venn diagrams as a comparison tool has worked efficiently with different year groups. This is an accessible way for the pupils to read data and compare as outlined in this

portfolio. A venn diagram was used to compare a Bar Mitzvah to a Bat Mitzvah, this was an excellent way for the pupils to see the different rites of passage in the religion of Judaism. Throughout this, I also implemented assessment for learning, as I displayed a final version of a venn diagram to the pupils to ensure that each pupil had understood the task and were achieving similar answers. The last strand of the numeracy framework is very similar to the digital competency strand and are closely linked. The strand of numeracy is using data skills. This links with the last strand of data and computational thinking. One strand being data and information literacy. These are closely linked as they both include the learner being able to create data sets and extract information from tables, charts and spreadsheets.

Digital competency was another cross curricular responsibility that was difficult to implement. As the example shows the pupils received an 'email' from a Jewish friend asking for help to plan a Bar Mitzvah day. The pupils had to respond to the email by using different communication skills. The strand that this closely links with is interacting and collaborating. The element being communication. This suggests that learners are able to exchange online communication with other learners making use of a growing range of available features. Although the learners could not access computers for this lesson, they still managed to produce an example of what an email would look like. Each student understood the main components of an email and included factors such as the email address and the subject of the email. This principle would be easier to implement with the facilities of computers. For future implementation, I would take the pupils out of the classroom into the computer room so that they could be introduced to real software processes.

Assessment for learning is arguably one of the key pedagogical principles in Donaldson's report. This pedagogical principle is naturally implemented into every lesson, each in a different way. Assessment for learning has held great importance within education and holds much importance in Successful Futures. The examples of assessment for learning shown vary. One of the examples shown is from a recap lesson with year 7. During this lesson the pupils had to create their own 'quiz' to test a friend based on what they had learned from the previous two lessons. This was an effective way of analysing the understanding of each pupil as it was clear which information they knew well and what they needed more time or information on. This was also an effective way to gather information about the different pedagogical styles used. The more information that the learners could recall was from a lesson about Christian weddings. During this lesson, a contextualised approach was used, where the pupils looked at local churches for weddings and had to plan a wedding for a local celebrity. This shows that there was a lot more engagement in the lesson when contextualised learning took place in comparison to a Muslim wedding. The importance of assessment for learning is reiterated within the qualified teacher status documents. In order to obtain qualified teacher status, trainee teachers must demonstrate different techniques of assessment for learning throughout each lesson.

At the end of Donaldson's report, it is suggested that all teaching and learning should be directed to achieving the four curriculum purposes. Teachers should apply the pedagogical principles identified in the report when planning their teaching and learning, to ensure that the activities relate directly to the curriculum purposes. Alongside this, one of the main purposes of the new curriculum is the holistic approach towards young learners. This is a new approach that attempts to bind every aspect of teaching and learning together in order to create the best outcomes for the children of our future. The purpose of using a holistic approach is to engage the person as a whole, in a process that is constantly interconnected. This being the reason for the crossover of AoLE's, where humanities and social sciences will be areas of learning as an alternative to individual subject approaches.

For further development, it would be beneficial to practice the implementation of using digital competency to a higher standard. Although it has not been possible during my current professional teaching experience, there may be an area to

improve the implementation of digital competency into lesson plans when resources are available. The three pedagogical principles in focus throughout this essay are the most simplistic to demonstrate. The twelve pedagogical principles in detail are difficult to implement into planning lessons and teaching. In theory based on Donaldson's suggestions each principle should be introduced one by one in order to obtain the best pedagogy for the learners in the class. Numeracy is also another principle that I will need to implement into my lessons. It seems apparent that numeracy is a discreet principle as it can be implemented without the knowledge that the task set is using crucial numeracy skills. For example, recording data using through the use of diagrams is classified as numeracy under the framework. With the development of contextualised learning, it would be useful to introduce some school trips with the pupils so that they can literally see the local world for themselves instead of being confined to the classroom and their imagination. One of the most important next steps for my professional teaching experience is to visit the professional teaching standards for Wales and try to ensure that each standard is met during my teaching experience including three of the pedagogical principles outlined throughout.

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