

Overview

Monday, November 18, 2019 10:42 AM

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Assignment Title: A Portfolio that Illustrates a Critical Reflection of the Progress Made on the Planning and Implementation of Three Pedagogical Principles.

Pathway: Secondary PGCE

Link to OneDrive: https://uowtsd-my.sharepoint.com/:o/g/personal/1900106_student_uwtsd_ac_uk/EgzpyJzqk0NEpL_2hXP5_L8BWTd3KNfV7jqajbVRNBL46g?e=3jiuY7

Good Teaching and Learning means employing AFL principles: Illustrative Examples with Annotations of First Pedagogical Principle

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Evidence (Appendix 1)

Teaching & Core Learning	- Pupils will complete the recap in their books. This task can be completed on tables. Pupils need to find the definition and synonyms for naivete. (TEACHER LED – instruction PUPIL LED – ACTIVITY) - Pupils will then follow the PowerPoint on how to structure their paragraph. Again, an example will be displayed. The P.E.E format	- Pupils will work in groups to find the definition and synonyms of naivete. (PUPIL LED – ACTIVITY) Task should take 10 minutes - A modelled spider diagram of naivete and its synonyms will be put on the IWB. Students will model their work from this example. (Teacher modelling)	
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This is an image of a lesson plan that was for a year eight, set two class. This lesson also served as my first official observation.

The purpose of this lesson was to explore the theme of naiveté in chapter twelve of The Boy in the Striped Pyjamas.

	used in a previous lesson will be recapped and used as a basis. (Teacher Led - modelling) Pupils will then find 3-4 points showing Bruno's naivete from the text to write their own sentences. I will be circulating throughout to ensure work is completed successfully. (TEACHER LED INSTRUCTION)	Pupils, using the modelled example, will write a small paragraph expanding upon the 3-4 points that they have found from the text that makes Bruno Naive. (PUPIL LED – ACTIVITY) Task should take 25 minutes	
Plenary	Pupils will peer mark each other's paragraphs. They will mark using two strengths and two targets. Following the examples on the board. (TEACHER LED INSTRUCTION – PUPIL LED ACTIVITY)	Following the examples on the IWB, pupils will peer mark each other's work. They will write two strengths and two targets for next time. (TEACHER LED INSTRUCTION – PUPIL LED ACTIVITY) Task should take 10 minutes	

There were many forms of teaching in this lesson, namely direct teaching and modelling, and later in this lesson peer marking. Pupils peer marked each other's short paragraphs at the end of the lesson. The success criteria was displayed on the board for pupils to follow.

Context

This lesson plan was structured for a year eight, set two class. Despite this group being a previously high attaining cohort, the pace at which pupils work in this class, varies considerably. Therefore, by employing a variation of teaching techniques, pupils are able to maintain their interest throughout and be exposed to many different styles of teaching. This lesson was also observed, so pupils completed the tasks successfully and promptly. The aim of this lesson was for pupils to familiarise themselves with a new term, naiveté. By including an element of peer marking in the lesson, pupils broadened their understanding further, by marking their peers' work and understanding of different pupils have interpreted the chapter.

Rationale

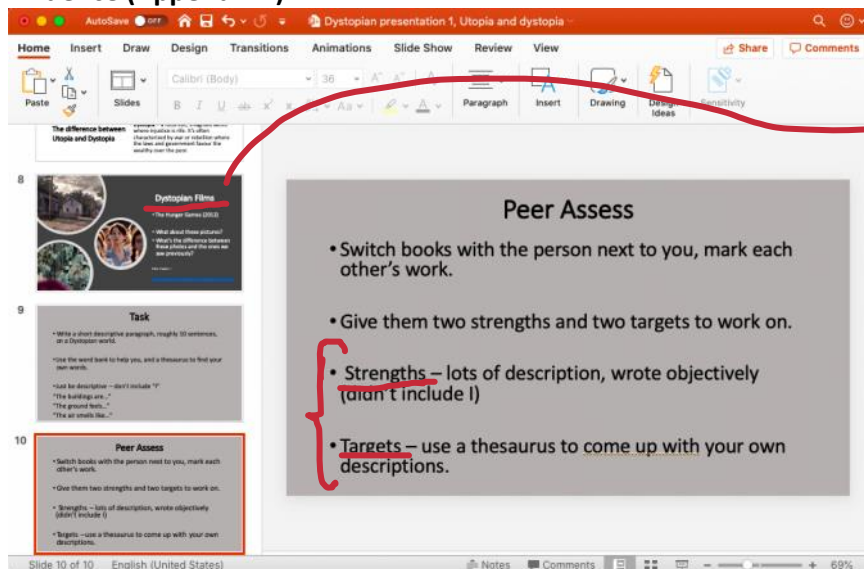
As previously stated, various teaching techniques were adopted throughout this lesson. In terms of AFL, peer marking falls very much within formative assessments. With Donaldson's curriculum reform and the introduction of 'Successful Futures', formative assessments are more prevalent than ever. Where pupils were once assessed at the end of assignments, pupils are now increasingly assessed consistently throughout their work. With regards to peer assessment, not only does it serve its formative feedback purpose, but it allows pupils to gain a greater understanding of the work in order to feel confident in marking each other's pieces of writing, by following a success criteria. Similarly, it allows to children to see 'from the other side'. In that it highlights what will be considered by the person marking their work, whether it be their class teacher or an exam adjudicator.

Evaluation

The peer assessment element in this lesson, worked particularly well. This is because a clear success

criteria was made available on the board for pupils to follow, as well as handouts being made available for other pupils. The success criteria fundamentally contributes to the AFL element required, as it ensures all pupils are on track in regards to the peer marking. It also allows scope for pupils to query potential answers, therefore engaging pupils further with the work as they offer their own interpretation. Finally, this method was used with the class, as it's a fairly large and able class, who frequently offer their own views and understanding. As a result, peer marking allowed a change of pace within the class and engaged students with the work.

Evidence (Appendix 2)



This is an image of a PowerPoint presentation that was used in a year nine class, set two group.

The class had been studying the dystopian genre. Their end of SoW assessment was to write their own dystopian narrative, either continuing on from The Hunger Games, or creating an original piece.

This specific lesson occurred fairly early on in the term. The main task of the lesson, was to use the mind maps previously created in another lesson, and expand upon them by writing a short paragraph (roughly ten sentences) on an aspect of their protagonist's life. They considered the environment, the daily life and the personality of their protagonist. With the end goal of amalgamating all three aspects and to build a narrative around them.

Context

This lesson was presented to a year nine, set two class. The SoW for this year group was the dystopian genre, with careful attention given to The Hunger Games. A range of teaching techniques are used during these year nine lessons. In this specific instance, both peer marking and direct teaching were implemented, to try and support pupils even further. The direct teaching aspect of this lesson was evident in the success criteria being made available on the board. Specific examples of the possible marks that could be given by the pupils were provided on a handout of the success criteria. Furthermore, by displaying the success criteria and making further examples available for the entire class ensure all pupils fully understood how to complete the task and how to do it well.

Rationale

Peer marking was used in this instance because it allowed for a variation in the lesson structure and pace. In previous lessons, the pupils had completed their work and this was either discussed as a class or marked independently by myself. One of the pivotal benefits of peer marking is that it allows for a greater engagement in work, as pupils can see from the teacher's perspective of what they are marking. Pupils also enjoy taking on a critical role in marking each other's work.

Evaluation

This task worked well within this group as this class have been focussing on different reading techniques in their literacy lessons, e.g. skimming. Therefore, by marking their peer's work, pupils were able to analyse the writing in-depth and also pull apart the different elements of their protagonist's life and also develop their character analysis skills. If this was to be used again, it could be used with the levels that pupils are given for their assessed work. This could allow pupils an insight into what the marking criteria that is used for their own work, this would mean that pupils could both mark and create their own pieces of writing with this in mind.

SUCCESS CRITERIA

- Put “ ” around the words that the speaker says.
- A new speech sentence starts with a capital letter (even if it's in the middle of another sentence).
- Before closing the speech marks, ensure that there is some form of punctuation (? or , or . or !)
- Use a comma before inserting the speech marks in the middle of a sentence.
- Start a new paragraph if there is a NEW speaker contributing to the conversation.

This is an image of a PowerPoint used in a year eight, set two class. This PowerPoint was used in a designated literacy lesson, which occur twice a fortnight.

Pupils were also given a this, and it was stuck in their books prior to the lesson. The purpose of this lesson was to look at direct speech and practice using speech punctuation correctly.

This lesson occurred after four previous literacy lessons, which all covered different aspects of literacy. For example, with the class, previous lessons had taught apostrophes, semi colons, word classes and reading techniques. This lessons are literacy-focussed and allow a slight variation in the lesson structure and a change of pace.

Context

This lesson was taught to a year eight, set two class, as part of their designated literacy lessons, which occur fortnightly. The usual occurrence in their literacy lessons that there is a whole-class marking session at the end of the lesson, where pupils swap their books and mark each other's work. However, this lesson was structured slightly differently. As this success criteria had been stuck into pupils' books prior to the lesson, and it was explained in-depth with the class, pupils marked their own tasks, at the completion of each section. This allowed for a range of teaching techniques, i.e. direct teaching in explaining the success criteria and self-assessment in marking their own work.

Rationale

This specific teaching style was adopted for this lesson as it added variety to the lesson. It also allowed an insight into the attitudes that pupils have with regards to their own work. For instance, where I expected some pupils to change their answers when they were discussed as a class, when I later marked the work myself, pupils had written their corrections next to the answers. This was reassuring as it showed that pupils had understood the work and completed the marking task effectively.

Evaluation

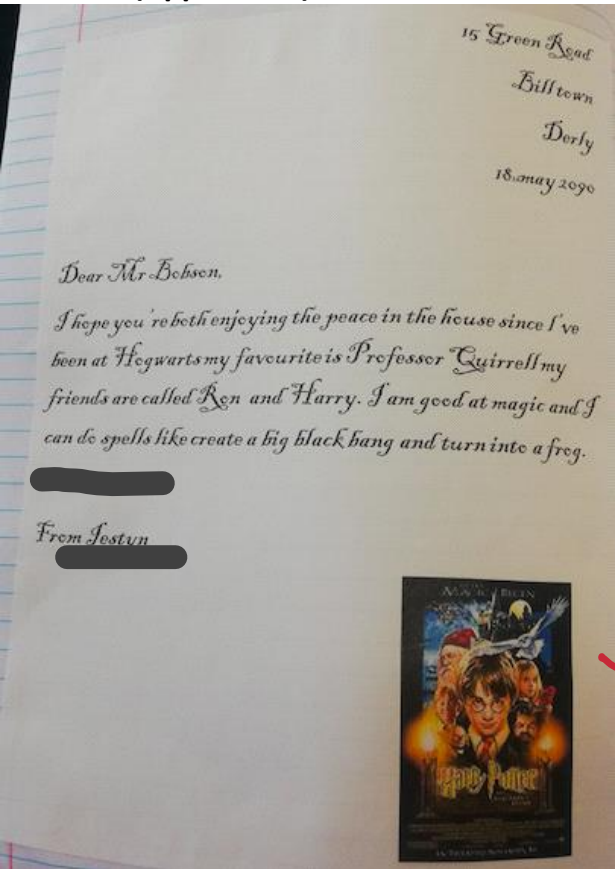
This task worked well within this group as it allowed pupils to mark their own work following a success criteria. Surprisingly, this meant that pupils tended to be stricter in marking their own work than when they were marking each other's. However, I do think that within this group, peer marking is more effective, as it allows a greater number of pupils to be familiar with the success criteria. Also, as previously stated, the marks tend to be more accurate as pupils aren't marking their own work.

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

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- Please note that there is no numeracy element included in this section. As my subject is English, I chose to focus on digital competency and literacy.

Evidence (Appendix 4)



This is a letter written by a pupil from my year seven class. This task was used to enhance pupils' Digital Competency skills.

Pupils originally wrote a draft of their letters on two differentiated worksheets. This specific example followed a differentiated 'fill-in-the-blanks' worksheet. This example is shown in Appendix 4a.

The pupils then wrote their draft copy up on the computer, where they added an image of the original Harry Potter.

Evidence (Appendix 4a)

Context

This task was created for a year seven, set four class. This was one of the final lessons that I had with this class before the end of term. Having worked hard in previous lessons, pupils had practiced their extended writing skills. Furthermore, pupils also had many specific literature lessons, designed to enhance their skills. Such lessons included, sentence punctuation and spelling tests and practices.

Rationale

The differentiated worksheet allowed all pupils to successfully write a Hogwarts letter. For the pupils who received the 'fill-in-the-blanks' worksheet, they had the opportunity to put their own ideas in

I hope you're both enjoying the peace in the house since I've been

at Hogwarts. My Favourite Professor is

I've got two best friends called,

It turns out I'm pretty good at doing magic, I found a spell the other

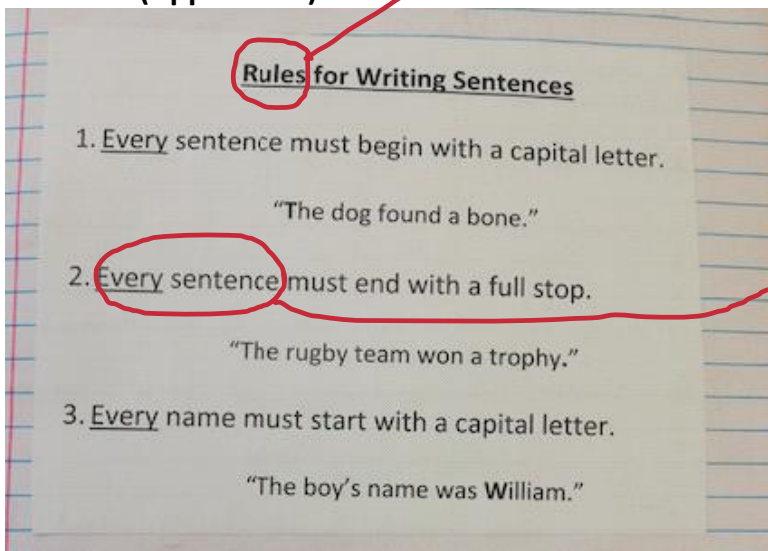
day that can

the blanks, but also follow a template. They also had the structure to use when they typed their letter on the computer. For those who didn't have the differentiated sheet, they still had the basic structure and the aspects that they needed to include on the board. This meant that for the most part, pupils were able to work independently during the lesson.

Evaluation

This task was used in this lesson, as it's a very small class and all pupils enjoy using either the 'Chrome Books' or computers. This meant that by including these in their lesson, pupils were able to complete their work, and enjoy doing so. This task was a great success in this lesson, where all pupils completed a digital version of their letters. Similarly, pupils enjoyed finding pictures to match the first Harry Potter story. This task therefore fulfilled pupils' DCF.

Evidence (Appendix 5)



In the lesson, and in all subsequent lessons, pupils referred to these three rules as the 'Golden Rules'.

Pupils had this sheet stuck in their books prior to the lesson, to ensure that time would not be wasted by sticking sheets into books. There was also a class discussion on the occasions where a full stop wouldn't be necessary to end a sentence, e.g. a question.

This lesson was part of the pupils' literacy lessons and was designed to coincide with later tasks, such as extended writing and letter writing.

There were many different tasks included in this lesson, such as the use of mini whiteboards and a whole-class quiz as the end of lesson plenary.

Context

This lesson was taught to a year seven, set four class, where the focus was to develop pupils' writing skills. By writing the three 'golden rules' so explicitly and by sticking them in pupils' books, they were there for reference in upcoming lessons. Furthermore, by providing an example under each rule, pupils knew what aspect each rule was referring to. For the starter task, pupils then wrote out each rule again, and under each rule made their own example, so that it was contextualised for pupils.

Rationale

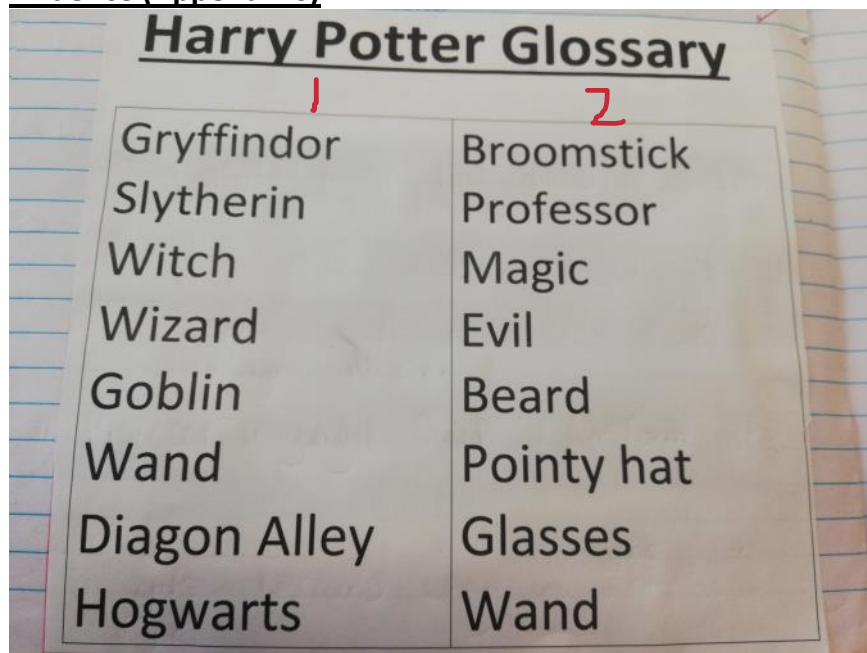
All pupils were able to create their own short sentences following the three 'golden rules'. Pupils were also confident to read the sentences aloud to the class. This lesson was structured for this class as pupils needed to focus on their sentence writing skills. Pupils also used their skills learnt in this lesson and used them in the next lesson where they wrote longer, extended sentences on the Harry Potter genre. Pupils were given a glossary and word bank to do so.

Evaluation

This lesson worked well with this class, as it was well structured. The feedback from the class

teacher was also very positive. Pupils enjoyed sharing their ideas with the class, and the sentences that were completed following the rules were all accurately written and well punctuated. By ensuring that pupils had an opportunity to improve their writing skills is beneficial cross-curricular, as it inevitably improves their performance in all subjects where they are expected to write comprehensively.

Evidence (Appendix 6)



<u>Harry Potter Glossary</u>	
1	2
Gryffindor	Broomstick
Slytherin	Professor
Witch	Magic
Wizard	Evil
Goblin	Beard
Wand	Pointy hat
Diagon Alley	Glasses
Hogwarts	Wand

This is a Harry Potter glossary stuck in the books of a year seven, set four class. This sheet was made as it included most of the key words that was be used frequently throughout the coming lessons.

This glossary was used as a spelling quiz in lesson starters and plenaries. By practicing the most difficult words to spell, would also dramatically improve their written work within the Harry Potter genre.

The class would also alternate what 'side' of the glossary to practice each lesson. (1 and 2)

Context

This glossary was made for a year seven, set four class. As the sheet was stuck in pupils' books, it was used as a resource in a variety of ways. For example, it was used for pupils to practice their spelling of key words, it was used as reference when pupils wrote sentences and a Harry Potter letter, and it was also used as class starters and plenaries.

Rationale

This glossary was created and used throughout many lessons to provide help and scaffolding for this class. Since there was no direct activity allocated to the glossary, it could be used in a variety of ways, all of which assisted pupils in their literacy development. Similarly, these specific words were chosen as they were used frequently throughout the Harry Potter SoW. Additionally, including this in the lessons covered much of the literacy cross-curriculum responsibilities as it enhanced pupils spelling and understanding of key words.

Evaluation

The lessons where this glossary was used worked well. As previously stated, this glossary provided a number of different literacy tasks, and this ensured that there was constant engagement with the genre as the pace was never the same. The tasks most enjoyed by the pupils were the mini whiteboard plenaries at the end of the lesson, where random words from the list were read aloud and pupils had to spell them, a tally was kept on the board. This created a competitive atmosphere

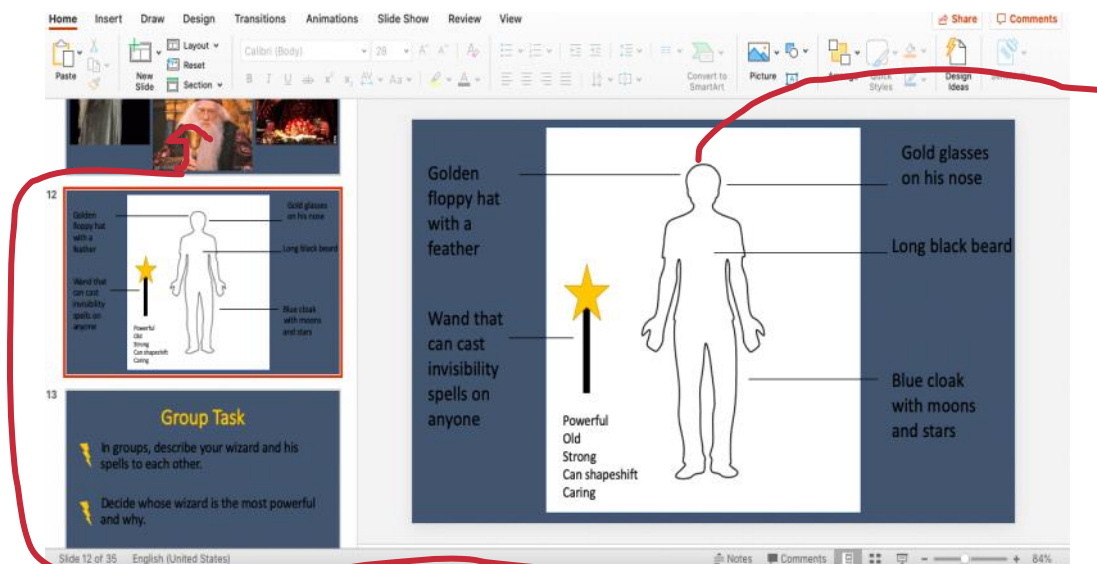
for the whole class.

Good teaching and learning means employing a blend of approaches including direct teaching: Illustrative Examples with Annotations of Third Pedagogical Principle

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Evidence (Appendix 7)

This is an image of a slide from the PowerPoint presented to the class.



The lesson objective was for pupils to design their own wizard and annotate the silhouette with key characteristics. The silhouette was provided for pupils on a worksheet.

After watching clips of the Harry Potter film genre, pupils had to design their own wizard. The character of Dumbledore was also examined.

This annotated example was modelled on the IWB and discussed as a class. The words 'annotated' and 'labelled' were also used interchangeably in order to expand pupils' vocabulary.

Context

This task was used in a Year seven, set four, English classroom, where pupils had been introduced to the Harry Potter genre. The first book and film, *Harry Potter and the Philosopher's Stone* was the SoW for year seven pupils. This lesson was taught fairly early on in the series of lessons. In order for pupils to familiarise themselves with one of the main characters, namely Dumbledore, pupils designed their own wizard, based on his character. This specific class, is also previously lower attaining group, therefore, pupils were also introduced to adjectives and their impact on designing their characters. Pupils were provided with a blank silhouette worksheet, to annotate and draw on to design their wizard.

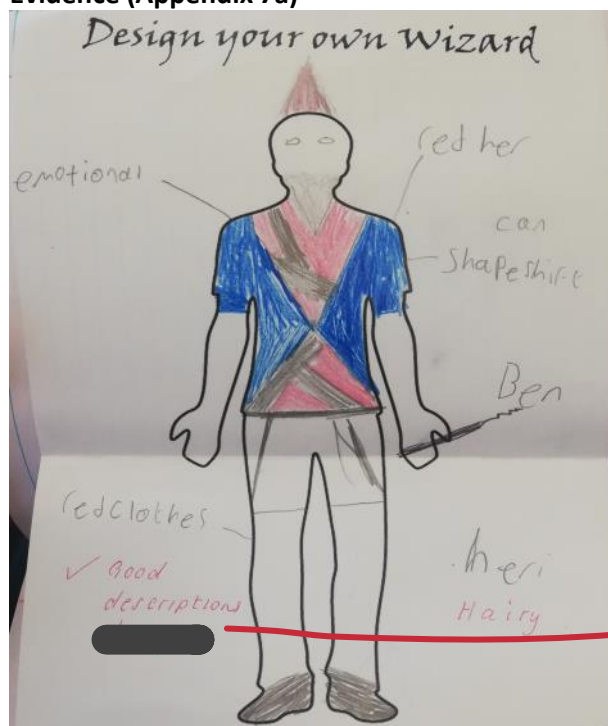
Rationale

As this lesson was one of the first pupils completed within the Harry potter SoW, it was used to gently ease pupils into the genre. Similarly, where higher previously attaining groups, designed their wizard by writing extended sentences and short paragraphs, this worksheet was a form of differentiation. The blank silhouette was modelled on the IWB, where examples of adjectives and magic abilities were included. This ensured that pupils knew what they needed to annotate and how to do so appropriately. Pupils later used their design, and the accompanying adjectives to write short simple sentences on Harry Potter wizards. Pupils were also provided with a word bank to assist them in their writing.

Evaluation

This task worked effectively and was an immediate success. This year seven group has nine pupils. This means that group tasks work well and I can circulate well within the class, and ensure all pupils are on task throughout the lesson. I chose this activity for this class, as pupils thoroughly enjoy creative work, and it allowed them to create an authentic character, but still follow the genre. Similarly, direct teaching in this instance allowed me to model how the work should be completed. Pupils were clear on what they needed to do and how to do it well. Additionally, pupils in this class need scaffolding and consistent support throughout their lessons. By carrying out direct teaching in the initial stages of a new genre, pupils become much more comfortable and are able to later complete their tasks semi-independently. Below is an example of a pupil's work from this class.

Evidence (Appendix 7a)



This is an example of a pupil's wizard that they designed. The purpose of the lesson was for pupils to familiarise themselves with adjectives.

Pupils later used their annotations to write longer sentences in order to form a short paragraph describing their wizards.

Please note, the pupil's name has been redacted.

Evidence (Appendix 8)

What is P.E.E?			
1.	P Point	State your idea or view	"In my opinion..."
2.	E Evidence	Provide evidence to support your view from the text (quote)	"For example..."
3.	E Explain	How does the quote support your view	"This shows..."

This is an image from the PowerPoint presentation that was used in a year eight class.

Pupils had been introduced to the P.E.E format in a previous lesson, but this was the first lesson where it would be implemented in their work.

The breakdown of each aspect was displayed on the board at different times, allowing time for pupils to answer the questions asked. E.g. "How would you start your sentence when trying to explain your point?"

Context

This PowerPoint slide was part of a lesson structure for a year eight, set two class. Pupils had come across the P.E.E structure before in previous lessons, but had never wrote extended pieces of writing using the format. Additionally, the P.E.E structure worked well in this instance as the class was creating a character analysis. Therefore, creating the ideal environment for this task. Pupils were also given sentence starters on a differentiated handout, thus ensuring the task was accessible for all.

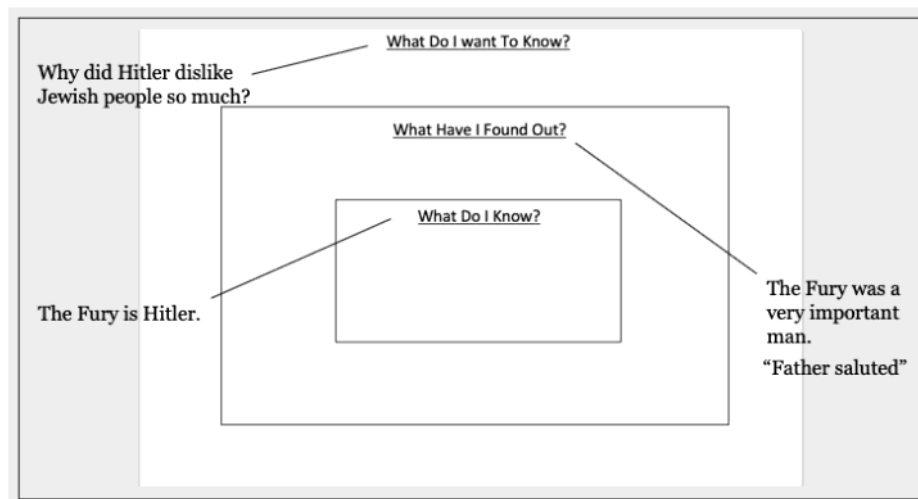
Rationale

This task was chosen as pupils will need to become familiar with the P.E.E structure, almost to the extent where it is implemented in their work subconsciously. In this specific lesson, the class had just finished reading a chapter of the book where there a new character had been introduced. By completing a character analysis, pupils had to form their own judgements on the character, but also needed to support their views with quotations from the text. The sentence starter handout also supported a few of the pupils who needed additional support to get them started.

Evaluation

This lesson and the P.E.E task worked very well. In the next lesson, the starter task was to match the definition to either the point, evidence or explanation term. Examples of each were also then given. By recapping the P.E.E structure throughout many lessons, ensures that all pupils are able to recall the information learnt in the previous lesson. However, it soon became apparent during the lesson that the sentence starter handout was helpful to all pupils, rather than a differentiated worksheet. As a result, they were made available on the IWB, for pupils reference.

Evidence (Appendix 9)



This is an image taken of the PowerPoint used in a year eight, set two class.

The class had been reading The Boy in The Striped Pyjamas and had just read a chapter on Adolf Hitler.

This is a modelled example that I completed on the IWB for pupils to use in their own work.

By including the three different boxes, made sure that all pupils could contribute to the sheet in some way. Appendix 9a is an example a pupil completed in the class.

Evidence (Appendix 9a)

Context

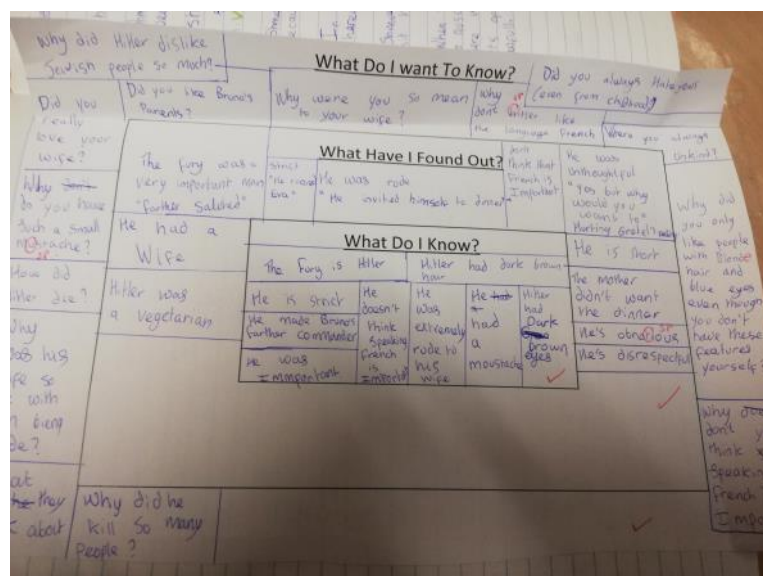
This task was used with this year eight class as it was expected of them to develop their character analysis skills. The class had previously used a P.E.E format to analyse a character from a previous chapter, but by introducing a variety of different analysis techniques, pupils can hopefully adapt the technique that works best for them. Moreover, the "What Have I Found Out?" Box is where pupils can insert the relevant quotes from the text that they feel support their views.

Rationale

By including the box "What Do I Want To Know?" Pupils engage with the literature as it allows them to use their imagination and react as though they are one of the characters in the book. Furthermore, by modelling the example in front of the class on the IWB, ensured that all pupils knew what they needed to do and how to do it well. Similarly, I was aware of the class' on-going historical project, where they had to choose an aspect of The Second World War, so by including the "What Do I Know?" Box pupils were able to more confident in completing the work as they could fill in the middle box first.

Evaluation

This lesson worked well. The first half of the lesson was spent reading and analysing this chapter of the book, and the rest of the lesson was spent completing this worksheet. The modelled example on the board ensured that all pupils knew how to do their work, and how to do it well. Most pupils included the modelled example in their work as a starting point. This also helped the less confident pupils begin their work as they had information



already on the sheet. Similarly, because this format hadn't been used before, it allowed pupils to see a different analysis method in practice.

Critical Reflection (3,000 + 1,500)

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Introduction

The learning environment where the Professional Teaching Experience (PTE) occurred was in a rural, predominantly English speaking secondary school catering for pupils aged 11-18. The year groups used for illustrative purposes in the attached portfolio are all a part of key stage three, years seven, eight and nine. As the most recent Estyn report indicates, the school has, "Significant Welsh," estimating that, "Approximately 65% of pupils completed their primary education through the medium of Welsh" (**Estyn, 2019: 1**). A side-effect of this is that for many pupils in the school, their literacy levels are slightly lower than the national average, due to most pupils speaking Welsh as their first language. Therefore, the cross-curriculum responsibility of literacy is paramount for all teachers. By improving pupils' literacy levels, pupils will hopefully perform better in all written exercises across all subjects. Consequently, there will be three of Donaldson's twelve pedagogical principles explored in the text in much greater detail than presented in the portfolio. The first principle to be explored will be, "Good Teaching and Learning means employing AFL principles" (**Donaldson, 2015**). Assessment for Learning (AFL) is a formative feedback process, where pupils are consistently given feedback throughout their tasks, rather than just at the end point of a task, where summative feedback, usually in the form of a grade, would be given. The second principle to be explored will be Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities" (**Donaldson, 2015**). As previously stated, one of the biggest foci in this specific school is raising literacy levels, to the extent where there are designated literacy lessons twice a fortnight. However, as well as literacy, other cross-curricular responsibilities such as digital competency framework (DCF) and numeracy are also of the utmost importance on a national scale. Finally, the last principle to be explored is, "A blend of teaching approaches including direct teaching," (**Donaldson, 2015**). This principle was chosen as the style of teaching that is adapted can influence the amount of information that a pupil can retain. All three principles will be explored in great detail, with the necessary examples provided throughout.

Good Teaching and Learning Means Employing AFL Principles

Assessment for learning encompasses a formative assessment approach to pupils' work and understanding. In contrast, an assessment of learning approach has a much greater focus on the summative aspects of pupils' work. There has been consistent trend led by educators and researchers, namely Dylan Wiliam, that the education system has for too long, focussed on summative assessments. These summative assessments have been primarily used to gauge pupils' abilities. For example, the scores pupils obtain in an end of year exam will determine their class for the following year, regardless of previous marks achieved in that subject. In other words, pupils' attainment throughout their education, has on the whole, been assessed at the completion of tasks and schemes of work. Moreover, Wiliam states that at some point, "All teachers have to undertake some summative assessment, for example to report to parents, and to produce end-of-year reports as classes are due to move on to new teachers" (**Wiliam. D & Black. P, 1998: 17**). However, the need for a more formative assessment approach for pupils is paramount. Conversely, Cowie and Bell (1999) define formative assessments as "The process used by teachers and students to recognise

and respond to student learning in order to enhance that learning, during the learning.” **(Cowie. B & Bell. B, 1999: 101)**. The interesting aspect of Cowie and Bell’s definition is that they consider formative assessment a process, rather than just a defining endpoint. This element can be seen in Appendix 3, where there is a clear success criteria checklist for pupils to adhere to during their task.

This process-like definition is what informed much of the teaching practice that was undertaken in the examples shown in the attached portfolio. Despite that all three examples show different aspects of the assessment for learning approach, by consistently informing pupils of their current attainment and encouraging them in ways in which to improve said attainment, pupils work collaboratively one another and with their teacher. For example, in Appendix 2, pupils worked collaboratively with each other to peer mark their work. As clarified by Topping, peer marking is used because, “The intent is to help students help each other plan their learning, identify their strengths and weaknesses, target areas for remedial action and develop personal and professional skills” **(Topping, K. 2009: 20)**. By ensuring that the success criteria was displayed throughout the task on the whiteboard as well as paper copies having been provided for pupils, meant that all pupils were aware of how to successfully complete their work. Furthermore, by including the peer assessment element to the lesson, guaranteed that pupils took on a more critical role and were able to see from the marker’s perspective in what is expected of them. In a report published by the Welsh Government in 2010, two of the key aspects of peer marking that they outlined was the, “The sharing and understanding of learning intentions and...recognising good quality work” **(Welsh Government Report, 2010: 8)**. These two principles clearly outline the foundation of a successful learning environment, one in which encourages independent and creative pupils.

However, not all educationalists agree that peer assessment is that effective in the classroom, for example in a recent study it was found that, “Additional mechanisms are needed in peer assessment... having teaching staff moderate the marks for summative assessment purposes” **(Bhavani. S, Mohammed Badrul. M & Dessalegn Getie, M. 2018)**. Therefore, this viewpoint coincides with that of Wiliam’s where he claims that a classroom cannot function on a purely formative assessment basis, nor solely on a summative basis either. There is an occasion for both forms of assessment in the classroom.

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

The second pedagogical principle that is illustrated in the portfolio is the cross-curricular responsibilities, also known as curriculum integration, that are now expected in all effective learning environments. The rationale behind this principle is outlined in Donaldson’s *Success Futures*, where he states, “The challenge for teaching posed by the Cross-curriculum Responsibilities will be to maintain the focus on these responsibilities within teaching and learning so that their application becomes natural and authentic rather than an add-on” **(Donaldson. G, 2016: 69)**. There are many challenges that face teachers today, and incorporating elements of an Area of Learning and Experience (AoLE) that isn’t their primary subject is perhaps one of the most daunting. However, as illustrated in Appendix 4, the Digital Competency Framework (DCF) was carried out with great success in this specific class. Pupils had used the computer to type their hand written letters onto their *Hwb* accounts, where they were later printed out and used as a wall display.

Moreover, the need for an integrated curriculum was highlighted as a point of

urgency in The Rose Review, published in 2006. The review claimed that an integrated curriculum would have a number of benefits, one of which stated that, “Cross-curricular work will ease overload, in that links and overlaps between subjects are possible” **(Silcock, P. 2010: 349)**. Conversely, there are many educationalists who agree with the view of Sir Jim Rose, such as Silcock. He asserts that, “An ever-rising tide of legislation since 1989 testifies to the problems posed for pupils and teachers by an overloaded curriculum” **(Silcock, P. 2010: 345)**. However, Silcock does also state his reservations over both the time and resources that will be made available to teachers to introduce these new standards. The idea of the over-prescription of specific curricula is key to the evolution of the new cross-curricular responsibilities that are expected of educators. Evidently these links can be stated across similar subjects within an AoLE. For instance, explicit links can be made throughout the Humanities AoLE, which include Geography, History and RE but will be harder to implement across different AoLEs, such as Expressive Arts and Maths and Numeracy. This is claimed by Hayes, when he notes the shortcomings of a cross-curricular approach. He states, “Cross-curricular links between some subjects are more natural than they are between others” **(Hayes, D. 2010: 384)**.

On the other hand, skills such as literacy are beneficial across all areas of learning. This is stated by Donaldson in *Successful Futures*. “Competence in literacy, including competence in the spoken word, syntax and spelling, is essential for learning across the curriculum, not least because of the fundamental role of language in thinking” **(Donaldson, G, 2015: 40)**. An example of cross-curricular literacy can be seen in Appendix 5 and 6, where different tasks were set with the intention to improve pupils’ sentence structure and spelling. Specifically, in Appendix 5, by focussing on the basic structure and punctuation in a short, simple sentence will enhance pupils’ performance across all AoLEs. This example lesson was held in a literacy-specific lesson, that occurs weekly; with the intention of improving pupils’ literacy skills. Additionally, the cross-curricular element of digital competency blends well across the AoLE where this lesson took place, namely Literature, languages and Communications. It is because of this, that pupils were able to complete the task efficiently and to a high standard.

Good teaching and learning means employing a blend of approaches including direct teaching: Illustrative Examples with Annotations of Third Pedagogical Principle

The third pedagogical principle to be discussed is, “Good teaching and learning means employing a blend of approaches including direct teaching.” **(Donaldson, 2015)**. There is much contention over the most effective teaching style in a classroom environment. Arguably, there isn’t one, as teachers are expected to, now more than ever, adapt their teaching style depending on multiple factors. As Woods states, one such factor is the general mood of both pupils and the teacher. “Children interpret the mood of the teacher and the teacher interprets the mood of the children” **(Wood, P. 2012: 51)**. Similarly, a hotly-debated style of teaching is the more traditional method of ‘chalk and talk’; where the teacher would simply inform the class of all the necessary information in a presentation-style format from the front of the class using the white board. Moreover, an adversary of the ‘chalk and talk’ method is Barlow, who asserts that, “The use of ‘chalk and talk’ as a teaching methodology created an environment where students were passive recipients of information” **(Barlow, T. 2012: 57)**. This view is one which is supported by many educationalists, such as Wiliam.

However, there are indeed many teaching styles that can be used in a classroom. The two main schools of thought with regards to methods of teaching are Constructivism and Behaviourism. Educationalists that support the latter often refer to the ‘learnt behaviour’

that a child presents in the school environment, as Pritchard states, “Behaviourism is based around the central notion of a reaction being made to a particular stimulus” **(Pritchard, A. 2014: 6)**. By considering this definition, a pupil repeating their times tables aloud might not necessarily demonstrate understanding, but rather parrot-style repeating of learnt answers. Therefore, a greater degree of assessment would be needed, to ensure that answers are understood not just simply recalled. Criticisms of the Behaviourist are aplenty, but in essence, critics claim that a behaviourist approach in teaching doesn’t create a well-rounded, well-informed cohort of pupils; but rather pupils who simply have good memory recall.

On the other hand, the Constructivist approach, allows for pupils to have a much greater impact on their own learning. Pritchard provides a definition of Constructivism by stating, “Learning takes place when new information is built into and added onto an individual’s current structure of knowledge, understanding and skills” **(Pritchard, A. 2014: 18)**. There are many branches under the Constructivist approach, but their general ethos is that a pupil will thrive in an environment where they are an active participant in their own learning, and where their individual abilities are considered. This approach helped to structure the lessons that were taught in a direct teaching style.

The method displayed in the attached portfolio is direct teaching. While there are educationalists who strongly oppose the method of direct teaching, there are undoubtedly occasions where this teaching method is essential to pupils learning. For example, in Appendix 7, the lesson was taught to a previously lower attaining ability group, and the concept of annotation and the introduction of the use of adjectives was quite a daunting prospect. Therefore, by modelling an annotated example on the whiteboard, and by providing all pupils with a glossary ensured that all pupils knew how to complete the task successfully.

Additionally, an example of a pupils’ work from the class is provided and labelled Appendix 7a. The use of modelled examples are also referred to as scaffolding. Belland asserts that, “Scaffolding needs to support current performance but also lead to the ability to perform the target skill independently in the future” **(Belland, B. 2017: 5)**. Furthermore, the use of scaffolding should be used with caution, as providing too much can lead to indolent pupils and removing scaffolding too soon, can destabilise a pupil’s learning. However, using both modelling and scaffolding at the introduction of a new subject or topic can help to solidify pupils’ initial understanding. As stated by Fletcher, “It is essential that teachers scaffold the development of students’ self-efficacy and skill development in self-regulating their learning” **(Fletcher, A. 2016: 401)**. Rather, it is equally important to not only support pupils’ learning but equip them with the skills to complete their own independent learning. In addition, as evidenced in Appendix 9, in a class with older pupils and a higher ability, by modelling a simple example on the whiteboard, enables all pupils to produce detailed work. This can be seen in the example of a pupil’s work in Appendix 9a.

Conclusions About Progress and Implementation

The first pedagogical principle was implemented to the best of my ability. As briefly aforementioned, assessment for learning (AFL) is used throughout my lessons. The evidence provided in the Welsh Government Report and by Topping, state that the benefits of a consistent AFL framework for pupils is paramount. This is most prevalent in Appendix 3, where there was a clear success criteria given to all pupils during their literacy lesson. Additionally, since the literacy lessons are predominantly skills-based, by providing a success criteria, there is usually a ‘wrong’ or ‘right’ method to completing the task. Thus, providing a success criteria meant that for pupils who encountered any difficulties were usually able

to unravel the problem themselves, by referring to the handout. In this particular lesson, the pupils' learning was of a high standard. However, there is some criticism over the effectiveness of success criteria in classrooms. As claimed by Crichton and McDaid in their study, "Learners in the Junior Phase all seemed to understand why LIs and SC were used and were able to provide clear definitions for both" (**Crichton. H & McDaid A. 2016: 197**). This would indicate that older pupils are less receptive to the use of success criteria. However, since this lesson was in a year eight class, it is of my opinion that the class responded well to a structured success criteria. This was seen in the standard of work produced by pupils, as well as there being fewer hands raised throughout the lesson. Nevertheless, for future lessons, the consideration of success criteria will be re-evaluated and it will be used not so frequently with older pupils.

Two of the three integral cross-curriculum responsibilities of digital competency and literacy are regularly used in many of my lessons. As evidenced in Appendix 4, the use of computers to enhance learning was used with a high degree of success. Since pupils had previously hand-written a letter, by typing their work up on a computer, encouraged pupils to use new skills. Namely, changing the text alignment and choosing a font of their own preference. This meant that pupils were not only improving their work by correcting their own spelling errors, but also improving their digital skills by using Word in a way they hadn't before. This success can be seen in the example provided, but also during the classroom environment where this lesson took place, as all student enjoyed this task, as it was different to what they had been doing previously. The importance of using digital skills in every AoLE is essential in an ever-changing digital age. This is recognised by many educationalists, but is evident in the following, "Teachers' knowledge of the range of literacy practices in which children engage in their homes is also essential... and to recognise the important influence of the digital literacies that young children have access to at home" (**Cremin, Dombey & Bearne: 2009: 70**). This research is similar to that of Silcock's and in alignment with the Welsh curriculum reform following Donaldson's *Successful Futures*. Moreover, the use of designated literacy lessons for all Key Stage 3 pupils is an example of the importance that is placed on the cross-curriculum responsibilities that schools are taking to support and enhance literacy levels in younger students. Similarly, as shown in Appendix 5, by including a lesson for a year seven class that focuses solely on the correct structure and punctuation of a sentence is beneficial across all AoLEs as it is an essential skill in learning.

The use of a direct teaching approach in the classroom is one of great contention as many educationalists believe that newer approaches with Constructivist tendencies are more effective than a 'chalk and talk' style of teaching. Hattie defines direct teaching as, "Direct instruction demonstrates the power of stating the learning intentions and success criteria up front, and then engaging students in moving towards these" (**Hattie. J, 2013: 66**). Yet, as briefly mentioned there is a time and place for different teaching styles, and there are occasions where direct teaching is necessary; such as introducing a new topic or explaining a rule or pattern of a skill or text. This is seen in Appendix 7 through 9, where different examples of direct teaching are used across Key Stage 3. A similar view to Hattie is that held by Ashman who generally claims that while it is important to use direct teaching, it is equally important to gradually release responsibility from the teacher to the pupils. Therefore, creating independent and confident learners. Specifically, in Appendix 8, where the structure of the P.E.E format was being introduced and explained, I felt that it was essential that direct teaching occurred here in order to inform the whole class of this essential skill. Likewise, in Appendix 9 and 9a, by modelling one example on the board (Appendix 9) meant that pupils were prepared to complete the work themselves, and in great detail (Appendix 9a). Therefore, I would state that the use of direct teaching in all of these examples was a

success, whilst recognising that the use of direct teaching is not appropriate in all circumstances.

Conclusion

In conclusion, as with all industries, the teaching community is ever-evolving and the scope for improvement is more predominant than ever. Personally, the area that I feel that needs the most development in my own teaching practice would be the cross-curriculum responsibilities, especially with regards to the expectations laid out in Donaldson's *Successful Futures*. As mentioned above, the Welsh educational reform is placing a much greater responsibility on teachers to branch out and assist pupils in other AoLEs. However, as Hayes stated, these links will be easier across some AoLEs than they will others. Therefore, while I did include a digital competency element in many of my lessons, I chose not to focus on numeracy, simply because I didn't feel as though it was possible to successfully, and smoothly, include all elements of the cross-curriculum responsibilities in my lessons. Yet, following consultations with peers and researching the work of Silcock and Hayes, there are in fact ways that numeracy can be interlinked with English, specifically in lessons starters and plenaries. Furthermore, since discovering the research of Crichton and McDaid, to name but a few, the use of explicit success criteria will be used less with older year groups, as it's claimed that they aren't as receptive as younger pupils. Similarly, in practical terms, these amendments will be implemented in my teaching practice following discussion with the necessary mentors.

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