

Overview

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

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Link to OneNote Notebook: https://uowtsd-my.sharepoint.com/:o:/g/personal/1800284_student_uwtsd_ac_uk/EtGygdOrLrpKvEFrNZvBjBYBmp1vIhjLwQvDznpELRwbCw?e=Z9JGon

Illustrative Examples

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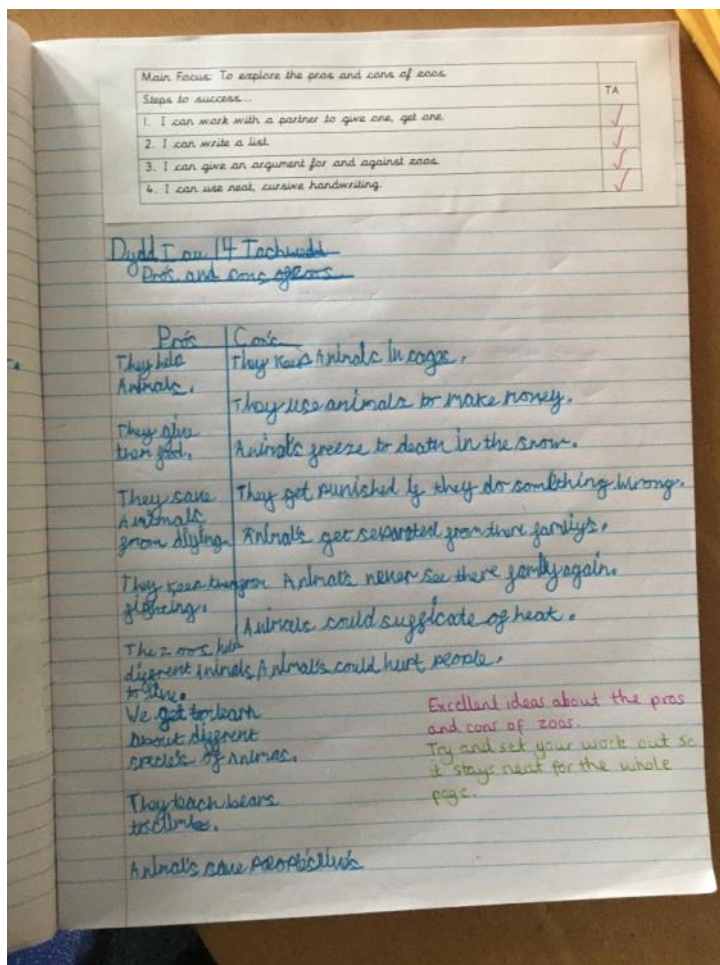
This is a photo taken during a lesson with Year 4 in the school's garden. This was a Science lesson where the focus and skill was on classifying leaves. I provided pupils with a classifying worksheet where they could explore the garden and tick off the leaves they think they had found.

Planning for this lesson I thought it would be beneficial to take an Ipad to the garden and I asked the pupils to take photos of leaves they found. I chose to do this because it would provide evidence for the children to show each other when engaging in class discussion and from the pictures they could give reasons why they thought it was a certain leaf e.g. rigged edges. Furthermore, I discussed with the class the importance of respecting their environment and it gave them a way to produce evidence to show me their understanding of the activity instead of picking leaves from the trees.

I believe this was a successful method for this activity because the pupils were able to work cooperatively and share their findings with each other. The use of the Ipad was also beneficial as pupils could zoom in to show particular parts of leaves they had recognised to help them classify. These are skills identified in the draft Digital Competency Framework 2022 whereby it reads "planning, sourcing and searching" and "use given digital equipment to do a familiar task such as taking a photo" (Hwb).

<https://hwb.gov.wales/draft-curriculum-for-wales-2022/digital-competence-framework-draft-curriculum-for-wales-2022-version>

Illustrative Example 2



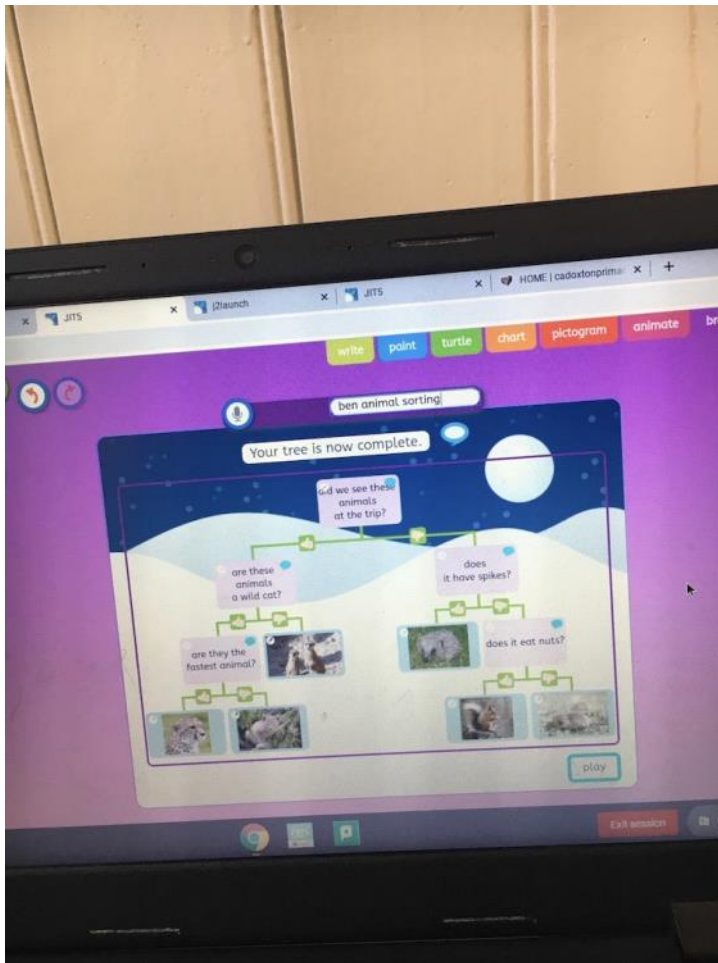
This is a piece of work taken from a Humanities lesson during the topic "Should zoos be banned?". This was done during a morning session with a Year 4 class. The lesson was to learn about the pros and cons of zoos in preparation for the final goal of the topic which was a class debate.

The choice was to use a literacy focus to do this because it allowed pupils to engage in thinking about zoos in the area of Geography whilst producing a piece of written work. I recognised the pupils' handwriting was becoming less concentrated on and therefore the standard of their written work was suffering. Therefore planning with a focus on this seemed appropriate; I also wanted to develop another skill within their written work which was writing in a list format. The justification for these choices came from the 'What matters' statements that discuss the importance of Language, Literacy and Communication and that speaking and writing exist in relation to each other not separately. In addition it has an influence on Donaldson's four purposes as "learners who speak and write effectively are prepared to play a full part in life and work" (Hwb, 2019).

<https://hwb.gov.wales/draft-curriculum-for-wales-2022/languages-literacy-and-communication/>

If I were to improve this lesson, I would do a more in depth introduction on how to write in a list as some of the pupils struggled with how to present it. Following on from the lesson, in the next written task I focused on the use of bullet points at this is an effective method of presenting a written list.

Illustrative Example 3



This is a photo I have taken of one of the pupil's finished database in Year 4. The pupils had been researching about animals and how to sort and classify them so I planned a lesson where they could use these skills but digitally. To begin with the pupils planned their branching database in their cooperative learning groups on an A3 piece of paper where they chose together the animals and questions. I then asked them to use the J2E website to produce their branch database.

I chose to plan the lesson in this way because in everyday life, much of the sorting and ways of handling data are done in a digital format. If pupils are not being exposed to these skills and methods then they may fall behind outside of school and in the future. I want the skills they learn during this lesson to lend themselves towards Donaldson's purpose of becoming ambitious, capable learners that can be successful in the world of work.

To move forward from this lesson, I would like to discuss the importance of digital skills with the pupils and how they are important in all areas of life. For example, it is not necessarily just specific skills they need but day to day skills that will equip them for parts of life they will without doubt be exposed to like applying for jobs online.

Illustrative Examples

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Illustrative Example 1

<u>Plenary</u>	Use questioning to check pupils' understanding – Can you name me a coaching point we focused on in this session? Can anyone demonstrate one of the coaching points? Could you think of any other coaching points we could use to improve our technique?
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This is part of the planning for one of my Physical Education lessons with a Year 4 class in the indoor Sports Hall. The session was focusing on passing and dribbling a ball as the overall area of focus for PE during the term was footwork. The assessment for learning technique being presented here is the use of questioning. I used questioning at the beginning of the session to ask pupils what we had been working on in our sessions previously but this evidence shows the use of questioning towards the end of the session. I gave feedback throughout the lesson on the way pupils were passing and dribbling in order to constantly draw on the coaching points I wanted them to remember.

I then implemented the use of questioning as I thought this would be the most time effective way to check the pupils' understanding during the plenary. It is the time at the end of the session where I bring the whole class together to reflect on what we have learnt and the main points that were focused on through the session. I chose to use this technique as I had done so in previous lessons and there was a positive response from pupils; they were eager to engage in responses to their learning. I also chose this method as a tool to know whether or not I needed to revisit the key coaching points in my next session. Questioning is a good way to promote thinking and allow pupils to use their own ideas to perhaps expand their learning or feedback where I could help further. After researching the use of questioning in lectures and seminars, I thought it would be appropriate to try the method in my lessons to see how effective it could be.

To improve my questioning further, I will introduce higher order questions so pupils gain a deeper level of thinking. This will improve the effectiveness of the method and therefore should enhance pupils' capability to think or search for differing ideas or meanings. I could also stop the lesson midway and use questioning to check understanding before setting them off again to continue with their learning.

Illustrative Example 2

Carry out guided practice with pupils.
Ask for thumbs up / middle / down about how
they are feeling after the introduction. Use this
response to check if they want another
example.

This is a screenshot taken from a Year 4 maths lesson I planned on subtraction with renaming. I was working with groups of 15 pupils at each time I delivered the lesson.

I chose to use this method of formative assessment as I had taught the same groups maths lesson prior to this and once I had set them off to start their work they struggled. Therefore, I wanted to find a way of gauging how they felt about the maths before I set the task. I sat on the carpet in a semi-circle with the group to teach the lesson and ran through multiple guided practice questions. I then told them I wanted to know how confident they were feeling about the maths by showing me thumbs up for confident, thumbs in the middle for average and thumbs down for not confident. This allowed me to make a decision about what to do next which was to go through more examples before sending them to their tables to complete the task. I feel formative assessment is important for this reason as it can alter the way you continue to teach or where the focus of the lesson needs to be.

Although I thought this method worked well for this lesson, to make it more effective in the future I could have prepared plans or different ways of helping those that did not feel confident with the work whilst the pupils who did feel confident could start their work.

I used this method more than once during the same lesson to check whether the choices I made from the first time asking allowed them to understand the work better and increase their confidence. It is a continuous process of checking for understanding.

Illustrative example 3

Draw a pros and cons table on the board
for them to see how to set it out in their
books. Show pictures to pupils and stick
them in pros or cons.

Leave it up on the board so pupils can
use it as reference if they get stuck in the
activity.

Sit in cooperative learning group and use
'Give one, get one' to complete activity.

This is a screenshot from a Year 4 lesson plan in Humanities where pupils were asked to create a list of the pros and cons of zoos. The screenshot shows my use of the "Give one, get one" method to help students work together and complete the activity.

The 'give one, get one' method works by putting the pupils into pairs and in my lesson, setting a timer for ten minutes for pupils to write as many answers that they could think of. Then they find

another pair and I set a second timer for ten minutes which allows them to take in turns to give an answer they have on their page and receive an answer for a new partner. I chose to use this method for this activity because I knew it was a challenging one where pupils may need help to think of ideas. This method is good because it allows pupils to work cooperatively and help each other improve their work instead of going directly to the teacher and asking for answers. This method is also good for those who may be lower attaining as they know they will be able to write at least something whereas if they were working alone they would struggle. Putting the pupils in their cooperative learning groups for this activity also diminished the chances of similarly attaining pupils grouping together because their pre organised groups are of mixed ability.

I felt happy with this lesson and the way the 'give one, get one' activity worked as I marked their books after the lesson and all pupils had produced a lengthy list. Whilst I walked around the room I was listening to them discussing ideas with each other and knew they were on task. I would repeat this activity in future lessons as it is an effective peer to peer formative assessment.

Illustrative Examples

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Illustrative example 1



This was a lesson in the 'garden' which is an area located just off school grounds that the school owns. I was with a whole Year 4 class; however I taught two groups at a time (approximately 15 pupils in each group) and swapped over half way through the lesson.

The focus of the lesson was to use a worksheet provided to search for and classify leaves - The name of the task was the 'Leaf ID' task.

I chose to plan this lesson as we are given access to the garden and this provides an ideal opportunity for pupils to experience authentic learning. We had been learning about animals habitats and the different types of environments they can live in. Therefore I decided to use the outdoor space to explore these ideas further and combine the scientific skill of classifying with the goal of authentic learning. This meant pupils were actually focusing on a skill but instead of simply giving them pictures of leaves in the classroom, I took them for a walk so they could see the leaves for themselves. The pupils could touch the leaves and really see the detail which helped them complete the leaf ID task. The idea of involving the pupils in outdoor learning was based on Donaldson's new curriculum and providing learners with opportunities to use their senses to learn and find information out for themselves. It also provided me with a chance to discuss with pupils how to behave in a natural environment away from a school setting; I discussed with pupils that it is okay to feel and smell leaves but not to pick them from their trees as this is damaging habitats. This taught the pupils what is acceptable and not acceptable and will help them become ethically informed citizens who can behave appropriately in their community.

To progress this lesson further I think I could have done a more detailed plenary or questioning session at the end. I did do this and asked pupils about what they had found so they provided examples if they had found any leaves on the floor. However, I feel there was not enough time for us to discuss why they classified the leaves the way they did, for example; was it the shape? Was it the ridged edges? It would have been a nicer ending if pupils had sufficient time to present their findings with their peers properly. Time constraints and issues with individual pupils meant on this occasion that could not be implemented.

Illustrative Example 2



This is a photo of receipts from a trip with my Year 4 class to Tesco. I split the class into their four learning groups as it would not have been possible to take a whole class into a small supermarket; therefore each group taken had approximately 8 pupils and two adults. Tesco is a very short distance walk from the school and they are familiar with the school so it that was the rationale for choosing that shop.

This was organised as Year 4 had been focusing on the Rugby World cup in their inquiry topic and after picking a country that was playing in the World Cup they were asked to choose a bake originating in that country. They then had to create a step by step guide for the recipe to eventually cook. The opportunity to bake themselves was already an authentic experience but for them to get a true feel of the whole process, I took them on a trip to Tesco to collect the necessary ingredients. The pupils were prepped for this by learning different ingredient weights and looking for the best value for money. These are skills they can then transfer into day to day life such as cooking somewhere outside of school or going shopping and helping pick out other foods with their parents/guardians.

The trip was a great way to focus on Donaldson's four purposes of learning and it fell strongly into his focus on pupil's becoming ethical, informed citizens as it entailed walking and engaging with the community. Pupil's were given the responsibility in their cooperative learning groups to collect a basket and navigate the shop to find the correct ingredients. This also meant they were engaging with the local community and other people who were shopping at the same time which develops

vital communication skills.

The pupils added up around about how much they thought their ingredients would add up to and then money was handed to them to pay at the checkout, this gave them first hand experience of a real life scenario in their local community. They also got to experience the handling of real money as opposed to having done this same activity in the classroom with plastic money and simply role playing the situation.

The only issue that arose with one group was the timing of the trip, this is because it fell at peak lunch time and therefore Tesco was a lot busier meaning they could not all individually pay for their basket of items. Instead we put all the items in one basket and chose one group to have the responsibility of paying for everyone's. However, the reason for this was explained to them and they understood that situations change and we have to be respectful of others which also teaches them about being ethical, informed citizens.

Illustrative example 3





These are pictures taken from a lesson I did with Year 4 on food webs in the garden. Following on from the lessons I had taught the pupils about animals and habitats, the next step was to introduce the idea of food webs and the idea of predators, consumers and producers. To produce maximum

engagement in this lesson, I thought the best place to discuss what animals eat is in the animals' natural environment and where pupils could see first hand. For the pupils to achieve the best learning possible I created a food web of the animals they had been learning about in 'Cadoxton's garden' and printed out large photos of these animals. I then hid them in the garden in places where the animals would most likely be found and created a 'treasure hunt' style activity where the pupils worked in their cooperative learning groups to return with a picture each and if there were extra ones they needed to work as a team and decide who would bring back two pictures.

Next I asked the pupils to come back to me to discuss what they had found, I then asked them questions about their animals in order for them to start creating a food web on the floor in the shed. To enhance their learning, I took string that they had to use to form their food webs by working together and using the example one I had prepared on a piece of paper. This lesson gave them the chance to use different skill sets whilst learning the necessary skills from the curriculum in an outdoor environment.

Critical Reflection

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This piece of writing will be a critical reflection of time spent on the first Professional Teaching Experience undertaken in the first placement school. The placement was six weeks long and allowed for time to demonstrate in both planning and teaching how Donaldson's pedagogical principles could be implemented. To explore the professional teaching experience further, there will be a focus on effective teaching and learning with specific links to the three chosen pedagogical principles. Reflection is an important part of teaching whether that be at the beginning of a teaching career or years into practice and Schon (1983) supports this by stating that theory, reflection and practice are a key element to a teacher's professional development. This idea directly links to the professional teaching experience progress whereby theory was learned, it was then put into practice during the placement and throughout the experience it was reflected upon.

Effective teaching and learning is perhaps one of the most vital elements of a teaching professional's career. This being said, in a review on research, Coe et al (2014) acknowledge that it is questionable what effective teaching can really be defined as due to the variety of interpretations that can be made. The review continues by pointing out that the overriding understanding seems to be that effective teaching will be judged on the level of achievement students acquire from their learning. However, Kyriacou (2009) discusses a more rounded approach to effective teaching whereby a combination of key skills interrelate to ultimately provide effective teaching. The three key points he picks out are that a teacher builds their own knowledge on effective teaching, a teacher learns key skills about classroom practice and a teacher can critically reflect and evaluate their own teaching. This definition is more broad but suggests that effective teaching is not measured through one outcome but in fact a blend of approaches that focus more on the teacher's role than the student's. The two areas 'teaching and learning' are put together because one cannot happen without the other and a University's definition of effectiveness demonstrates this as it includes a teacher's responsibility to improve their own knowledge in the field but doing so in order to promote student learning (Rover, 2007).

In a review undertaken by Professor Graham Donaldson on the Welsh curriculum in 2015, he recognised that effective teaching and learning would be key to improving Wales' education system and therefore provided recommendations for the future curriculum. These recommendations came in the form of twelve pedagogical principles that are the basis for providing teachers with a guideline on how to deliver effective teaching; although, it is the way these principles are used in varying contexts and how they are interpreted to work for each individual child that will provide effective learning.

One of the pedagogical principles in consideration during this reflection is Donaldson's focus on cross-curriculum responsibilities and providing sufficient opportunity to practise these across all areas of learning (Donaldson, 2015). The focus three areas are literacy, numeracy and digital competence which should be embedded in students' learning across the entire curriculum. These responsibilities are acknowledged in the humanities area of learning; cross-curricular work is an "important part of geographical learning" (Hoodless, 2009, p2) because it allows students opportunities to demonstrate skills in literacy through writing, digital competence whilst looking at the real world and mathematical skills from graphs and data processing. Whilst it is seemingly simple to find cross-curricular links, research shows that there can be tension across subject areas as they do not all share the

same content, approaches or pedagogical ideas (Savage, 2012). This provides a limitation to the implementation of cross-curricular skills that would challenge the curriculum, schools and teachers. Research from a survey carried out in 27 countries showed teachers do not feel confident enough with knowledge and content to adopt cross-curricular responsibilities and therefore feel they can not provide students with effective teaching and learning (Cidree, 2005). Despite this, the importance of cross-curricular responsibilities are clear as they remain embedded in the curriculum. In a report on improving literacy skills across Key Stage 1, the Education Endowment Foundation (EEF) state that such skills are not only important for academic improvement but also for “fulfilling careers and rewarding lives” (Collins, 2017, p2). This suggests effective teaching and learning through cross-curricular methods can be instrumental throughout an individual's life and will not simply stop being useful once finishing their school education. Furthermore, the EEF (2017) recognise the importance of using technology across the curriculum to improve both teaching and learning. It can be used by teachers as a new way of modelling to pupils but the rationale for using it must still be considered and be informed by pedagogy. The recommendations suggest pupils would benefit from using technology as a tool across all areas of their learning as it will provide them with different contexts to apply new skills. In addition, The EEF provides a report stating that technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. This leads onto the second pedagogical principle in discussion which is Assessment for Learning. This is a method of assessment that is embedded in a teacher's practice, all areas across the curriculum and used to promote a student's learning. It is used as a tool for feedback whether that be teacher to pupil, pupil to teacher or peer to peer and from this feedback, adaptations are made to activities to further learning; this is also known as formative assessment (Black, 2003). Black (2003) also suggests that formative assessment is not yet central enough to a teacher's practice therefore this could be one reason why Donaldson has recommended such a focus on this principle of learning. Research shows that assessment for learning is an important tool to provide effective teaching and learning and also for reflection upon learning. Wiliam (2018) suggests formative assessment centres around three key processes; “finding out where the learners are in their learning”, “establishing where they are going” and “determining how to get there” (p52). Once these are central to a teacher's practice, the rest of the decisions made can be altered to suit teaching styles, pupils' needs and more. The Welsh Government (2010) recognised factors that could inhibit the progress of learners such as teachers assessing on quantities of work produced as opposed to the quality of learning achieved. The Welsh Government (2010) abolished National Tests and now places an emphasis on assessment for learning and the use of questioning to enhance thinking, learners' assessing their own learning and multiple other methods. This shift is being implemented to align with research as formative assessment can “substantially improve student achievement” (Wiliam, 2018, p56) which relates back to the overriding definition of effective teaching and learning mentioned at the beginning of this section.

The final pedagogical principle to be discussed is Donaldson's idea of creating an authentic context for learning. In an article written by Akoko (2007), she discusses authentic learning as being a type of continuum where learners are ‘doing’ and the emphasis remains on the learner and their exploration. She recognises that taking learners into a real life context and allowing them to learn in an environment they are likely to encounter in the real world will engage their interest and retain the information more effectively. Estyn have also recognised the importance of authentic learning and taking learning outdoors so many schools have been implementing this into their teaching. Estyn (2019) undertook an inspection and recorded that effective practice was observed when learners were outdoors improving skills such as problem-solving and negotiating risk which are vital to a learner's development. They continued to add that this is relevant in a time where the new curriculum for Wales is being implemented. To support this, Pearce (2016) aligns with Donaldson's proposal

that learners should leave education prepared to excel in the real world in both their personal and professional lives. They agree that pupils should have the opportunity to learn across all subject areas in an authentic manner; these experiences are what will develop their creative thinking, knowledge and skills to be applied beyond school. To sum up authentic learning would be to say “education and life should not be isolated from each other” (Pearce, 2016, p3) and to combine these aspects for learners would be an example of effective teaching.

At the beginning of Professional Teaching Experience (PTE) part 1, cross-curricular responsibilities were an area I thought I would find quite straightforward to implement due to how frequently I heard the phrase “cross-curricular”. However, when I began to plan my lessons I realised that I did not want to include cross-curriculum responsibilities unless they could work effectively in the lesson; I did not want to force a link. Having said this, I knew I had to include the responsibilities as they are vital because “the world beyond the classroom is cross-curricular” (Barnes, 2015, p260).

In illustrative example 2, I had taken a number of lessons previously and recognised that handwriting and presentation had been poor. Therefore, I chose to use a humanities lesson where learners’ could use new skills such as writing in a list format in literacy to produce a piece of topic work, this was a choice supported by Hoodless (2009) as previously mentioned in the literature review. On reflection, this lesson gave learners the knowledge they needed for the humanities focus but I should have considered more carefully their level of understanding about the presentation of their work. I asked learners to draw a table but as illustrative example 2 shows, the learner did not know to split the page in half; in future I would visually instruct the learners as Shabiralyani (2015) recognises visual aids as being a helpful method for teachers to explain concepts more easily.

I feel I made progress in this principle during PTE as I spent more time in the classroom. I began to understand the way pupils in the class liked to learn and what methods would produce the most effective learning for them. I found them to enjoy using digital equipment which influenced my lessons shown in illustrative examples 1 and 3; the first used iPads in an outdoor learning environment and the second used the J2E website to produce a database. I also chose these methods after reading an article on the importance of digital skills for employment (Nania et al, 2019). The article recognises both the need for baseline digital skills which is exemplified in navigating an iPad and taking photos to the need for specific digital skills which are demonstrated in my lesson where I asked learners to create a database. The effective use of these methods were recognised in conversations with my mentor and in my learning journal.

One aspect I will need to develop further for this pedagogical principle is the implementation of mathematics and numeracy as a cross-curricular responsibility as this is absent from my evidence. Estyn recognises this as being important practice that should be available across all areas of learning and in an outdoor setting; Estyn have first hand observations of this being effective practice and after undertaking an inspection they found learners become more robust and were making excellent progress (Estyn, 2018). Therefore, in PTE part 2 I will aim to explore how I can include numeracy in more of my lessons to develop both progression for learners and myself.

The second pedagogical principle in reflection is the use of assessment for learning. At the beginning of PTE 1 I found this difficult because Wiliam (2018) indicates the first part of the process is finding out where the learner is and I was worried I would not have sufficient time to do so. However, I found the observation period useful to support me with this and when I started teaching more frequently I felt I could begin

to recognise each learner's level of understanding.

I felt I used assessment for learning to help inform me where learners sat in their understanding and I could then produce lesson plans using this information. The Welsh Assembly Government (WAG) (2010) state the use of questioning as being a strategy used in assessment for learning; as shown in illustrative example 1, I used this as I thought it was time effective, useful for pupils to reflect together and provides opportunity to expand their thinking. Black (2003) does note that learners may feel uncomfortable with questioning as they could be insecure or fearful of answering which I would overcome by asking them to tell a friend and their friend could speak on their behalf.

During PTE 1 I made progress with assessment for learning the more I began to understand the learners. I considered learners being fearful of questioning, therefore in illustrative example 2 I used the 'thumbs up, thumbs down' method. This method allowed me to make decisions about my next step during the lesson but also allowed students to evaluate their own learning which Panadero (2019) recognises as an important skill in becoming lifelong learners; this links to the new curriculum and Donaldson's purpose of becoming ambitious, capable learners.

Another method I used during the placement is shown in illustrative example 3, it is called 'Give one, get one'. The WAG (2010) states that no learner should be excluded and this method allows for all learners to communicate their knowledge as they take in turns to share an answer. This method gave lower attaining pupils the opportunity to feel heard in situations where they might have otherwise be left in the background. It gives learners a voice so they believe they are in control of their learning and become more motivated and academic performance improves (McPhillips, 2012). 'Give one, get one' allows for cooperation between peers which research has shown can be just as effective as one-to-one instruction from a teacher (Wiliam, 2018) therefore I felt it was a powerful tool to produce effective learning.

After guidance from my mentor during a lesson, I was able to use the information given to me and stop the lesson to show examples of work that had been produced so far. This gave me opportunity to provide feedback but it was also a tool to help those learners who were struggling because they were able to take ideas from the examples. Therefore, giving pupils time to share their knowledge or learning with their peers is something I would like to focus on during PTE 2. I will show more examples and use WAGOLL (What a good one looks like) in order to achieve WAG's (2010) focus on the assessment for learning aim of learners knowing how to improve.

The third pedagogical principle in focus is creating authentic contexts for learning. From my own educational experience this is not an area I had ever been subjected to so reading an article by Ekoko (2007) who is a parent gave me an insight into the way others view authentic learning, which in her case, is very positively.

The school where I undertook PTE 1 provides a lot of opportunity for authentic learning to take place and I chose to build on this by planning lessons that could take place in their garden area. In illustrative example 1 I built on knowledge they learned in previous lessons and produced an activity that gave them time to explore in the garden. Although the phrase 'authentic learning' is fairly modern (Rule, 2006), it has long been recognised that children need this time to explore and Holt (1967) suggests that teachers are there to give guidance and listen but need to trust the learners to do the rest. I did this by giving the learners time in the garden to visually see, smell and touch the leaves for the task which provided them with sustained investigation (ACEL, 2016). I know this was a successful lesson as I used the formative assessment method of questioning to gain answers about the task; however, as mentioned in my reflection I should have left more time for this to take place in more detail.

After the first successful lesson in the garden, I chose to use the same setting for a different focus because ACEL (2016) states the best way of learning is by 'doing'. Looking at illustrative example 3, I chose to hide pictures of animals in the garden where they would most likely be found in their natural habitat. The reason for this choice was that it gave pupils the closest relation to a real-life environment as I could provide and if they were to explore different areas beyond school, they could transfer this knowledge to that context.

In illustrative example 2, a different style of authentic learning was undertaken. The picture shows receipts taken from a trip to Tesco where learners began the learning process in a classroom setting and transferred their knowledge into an authentic, real-world setting. This activity was used to help prepare learners for life outside school and enable them to experience everyday occurrences such as reading labels, using numeracy to pick the correctly weighted items and handling money to pay at the cashier desk. These all represent real-life relevance and allow learners to develop problem-solving skills and confidence (ACEL, 2016). I knew the trips were successful because the learners returned to school with the correct items needed to bake their recipe. Ekoko (2017) discusses the importance of learning when it is of genuine importance to us; I felt this was relevant here as the class engaged in numeracy, learning how to measure the weights of ingredients because they were aware they had to get it right at the shop in order to be able to bake and take part in the bake off at the end of the topic.

To further develop in this pedagogical principle, Donaldson (2015) suggests using the internet as a tool to open up many opportunities to explore real-life issues which is something I would like to implement further in my lessons. I will aim also to ensure all my lessons have as much authenticity as possible so that every learning experience learners have has a level of meaning. Without this level of meaning, learners may forget what they have learned and this does would mean I am not providing effective teaching and learners are not experiencing effective learning.

In conclusion, the professional teaching experience part 1 allowed for a deeper understanding of what effective teaching and learning is and how it can be implemented. The experience and reflection on pedagogical choices through the use of research has embedded what Kyriacou (2009) recognises as key tasks of teacher education such as teachers being able to critically reflect upon their own teaching. Furthermore, it has provided an insight into Donaldson's (2015) pedagogical principles and the idea of identifying pupils' needs, matching to a pedagogical principle and assessing how the teaching approach chosen impacts pupils' learning. This will be useful to reflect back upon when the new curriculum in Wales is fully implemented into all schools and can be used as guidance for future lesson planning.

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