

ECAD6008

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Pathway: TAR Cynradd

Targets : Ensure that personal observations and incidents are discussed clearly, with references to appendices that will support the reader's understanding. In order to develop your ability to link theory and practice, consider weaving the observation/critical incident throughout the discussion, rather than discussing elements such as social constructivism, classroom management and instructional scaffolding in general terms in the main, and then linking up with your incident at the end of each section.

Link to OneNote: <https://1drv.ms/u/s!AqTwISUitIB4gQ819qv2J2tQGIlO>

Illustrative Example 1

31 December 2019 12:23

- Comments and Evidence
- Targets for improvement and suggested ways forward

Mae gan Anna peth dealltwriaeth o bwysigrwydd yr amgylchedd dysgu yn y gwaith o hyrwyddo arferion ac ymddygiadau dysgu cadarnhaol sy'n cyd-fynd â'r pedwar diben a dydy dysgwyr ddim bob tro yn eu deall yn y cyd-destun hwnnw. Megis os mae tasgau cyfoethogi yn annibynnol rhaid sicrhau esboniad clir ac yna gadael y dysgwyr i fod yn annibynnol. Rhaid sicrhau bod strategaethau rheolaeth ddosbarth pendant yn cael i ddilyn i sicrhau bod y dysgwyr yn gweithio'n fentrus ac annibynnol mewn modd synhwyrol ac yn deg i bob disgybl arall yn y dosbarth. Fel targed unigol i symud ymlaen o'r cychwyn cyntaf yn yr Adran Iau beth am geisio pennu rheolaeth dosbarth cadarn heb fewnbwn y mentor dosbarth. Mae Anna yn deall a chyfleu ystod o ddibenion ac arferion ar gyfer asesu, beth am gyflwyno amrywiaeth pellach megis asesu cymheiriad ffurfiol? Mae Anna yn arddangos gwybodaeth am, ynghyd â dealltwriaeth a phrofiad o, ddisgwyliadau uchel ac arferion effeithiol i ddiwallu anghenion yr holl ddysgwyr ond angen sicrhau bod pob plentyn yn cael cyfle cyfartal i wneud rhywfaint o gynnydd ym mhob gwers. I ddatblygu ym mhellach rhaid sicrhau cwestiynau agored hyd yn oed yn y cyfnod sylfaen i ddechrau ac i gynnal trafodaeth am y wers, a fydd hwn yn gyfle i asesu llafar a sgiliau gwrando ddysgwyr? Megis "Pam i chi'n credu bod angen corachod ar Sion Corn?" Mae Anna yn deall y pwysigrwydd o gynnwys rhieni/gofalwyr a phartneriaid eraill mewn ffordd gadarnhaol i ehangu ac achub ar gyfleoedd i arsyliwr ar broffesiâu, a'u gwerthuso.



The class in question constituted of year one and two. Pupils within the class range from 5 to 7 years of age. This illustrative example has been taken from my mid-term report completed by my classroom mentor. The highlighted sentence within the extract refers to feedback provided by my mentor. They suggest that moving forward I should ensure to incorporate more open-ended questions as opposed to closed ones. Questioning was essential for every lesson I taught; thus, it was vital to expand and improve my questioning techniques. Initially, I found it difficult to know what questions to ask. However, through observation and research I learnt what types of questions to ask and when it was appropriate to use them. As stated by Crawford (2000) when teachers ask more open-ended questions it encourages students to express their ideas and take responsibility for their own learning. In order to further enhance my questioning techniques, lollipop sticks were used to review understanding. This was particularly effective when implemented as part of plenary sessions. Due to the transferable and relevant nature of this AFL technique it could be used in a multitude of lessons, each with a distinct focus. However, it was found to be most effective when attempting to revisit and consolidate understanding.

The rationale behind using this technique was the fact that it allowed for the involvement of all pupils. As names are selected at random from the pot it means that every pupil must listen and be prepared to answer questions in case their name is drawn from the pot. Additionally, due to the fact that names are selected at random it also reduced bias from the teacher's perspective as it doesn't allow them to choose the same pupils to answer. To further improve this technique, I would colour code the lollipop sticks based on ability. This way I can ensure questions are pitched at the right level.

31 December 2019 12:24

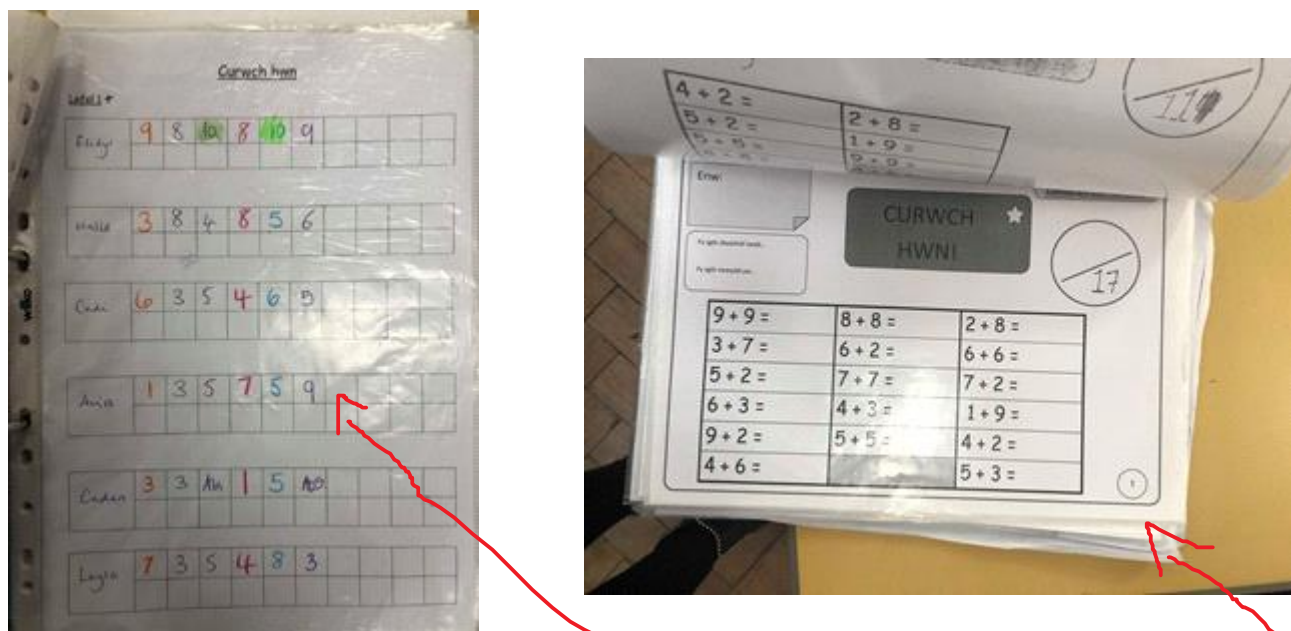
12:24



- Eyes = the appropriate use of full stops
- Nose = the appropriate use of capital letters
- Mouth = the appropriate use of spaces between words
- Moustache = Underlining the title

AfL Page 3

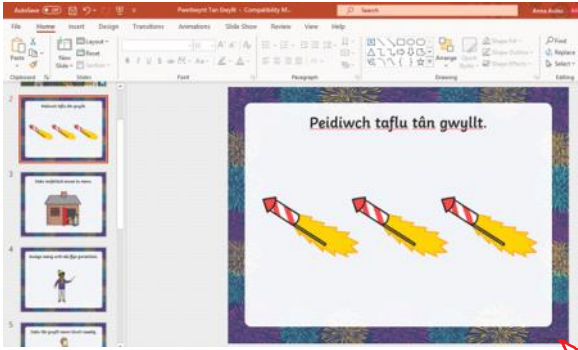
Illustrative Example 3



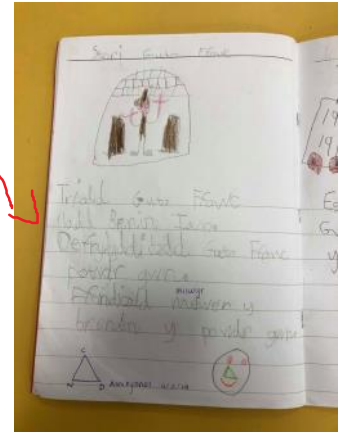
Every Friday the entire class would undertake a formative mathematics assessment called 'Big Maths'. The assessments were based on work they had focused on throughout the term. Each pupil would receive a worksheet, differentiated based upon their ability. The assessment was split into two halves. The first half required the children to answer as many questions as they possibly could within a minute. These questions required the pupils to undertake mental maths, quickly adding figures. The second half of the assessment tested a broader set of skills such as multiplying and subtracting. There was no time limit to the second half of the assessment. Once the pupils had all finished, I would mark their work and issue them with a score. Additionally, I would set individual tailored targets in their mathematic books based on areas in which they needed to improve. Once a child had successfully had full marks in their assessment, they would then move up a level and receive a more challenging paper. This form of assessment and target setting appeared successful overall as the pupils scores generally improved week on week. An introductory song would play at the beginning of the assessment, removing the fear factor that is often associated with assessments. This appeared to put the pupils at ease as they would often sing along. This was AfL feature was already in existence when I started my PTE. Thus, my classroom mentor suggested that I continue with it and incorporate it into my practice.

Illustrative Example 4

31 December 2019 12:23

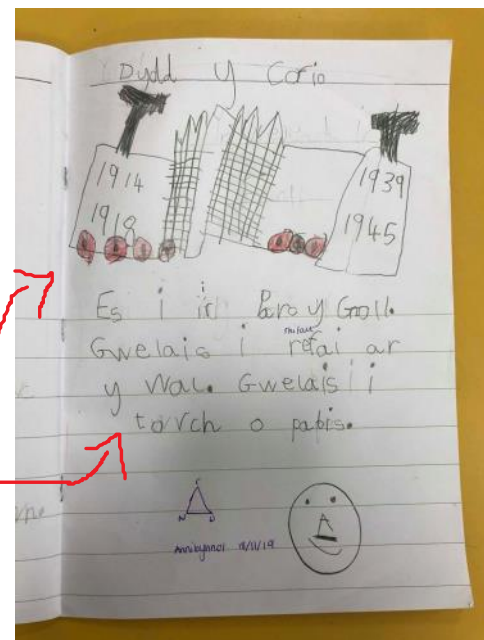
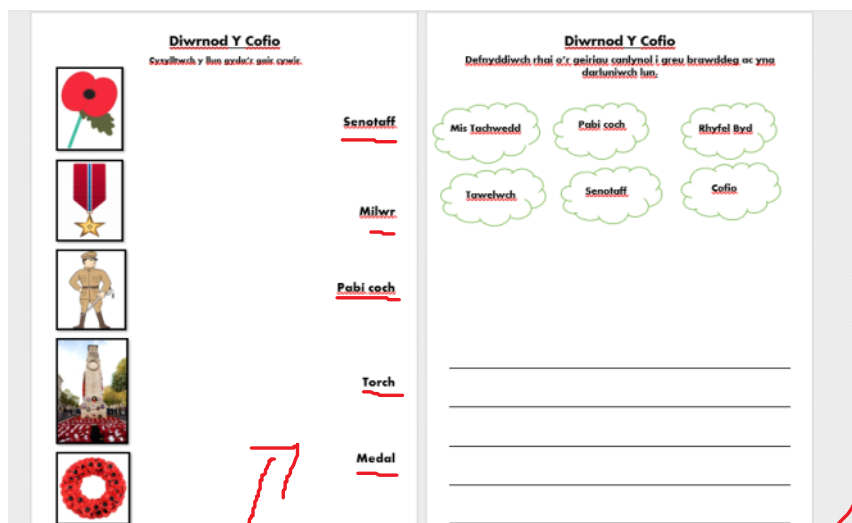


The illustrative examples above are extracts from a lesson based upon the history and safety surrounding Bonfire Night. This lesson involved the entire class of pupils ages 5-7 years old. An activity central to this lesson was to the creation of a short video clip of exploding fireworks using the application Movie Maker. In turn, each group had the opportunity to simultaneously enhance and exercise their digital competency and creative skills by using KNEX to create their own individual, unique video. The rationale behind the focus of this activity was as a direct result of the Donaldson (2015) report. He stated that 'the ability to use digital technology skills creatively is an increasingly common feature of the modern workplace' (Donaldson, 2015. p.41). The report concludes that digital competence is increasingly fundamental to learning and life and that it should have similar status within the curriculum to that of literacy and numeracy. Thus, I felt it was an essential feature to incorporate within the lesson. This lesson would be considered as cross curricular as it integrates elements of history, literacy, art and digital competency.



Illustrative Example 5

31 December 2019 12:25



The illustrative examples above demonstrates aspects of a lesson that was based upon Remembrance Sunday that was taught to the entire class comprising of 5-7-year olds. Elements of history, geography, art and literacy were all prevalent within the lesson, thus, covering cross-curricula responsibilities. In order to link the history learnt in the classroom to the real world I organised a trip to the local cenotaph. Through this experience it gave the children the opportunity to conceptualise their learning. In addition, it allowed the pupils to explore and discover features within their local community. The rationale behind this experience was to change the dynamics of the learning environment, breaking down the barriers of the classroom (Steventon, 2016). Likewise, Nicaise, Gibney and Crane (2000) suggest that learning experiences should aim to instil authenticity into every task, lesson and unit to ensure that 'students are able to develop problem-solving skills and confidence in their own learning abilities'. Upon return to the classroom, within their groups, the pupils wrote up about their experience. Within their sentences they ensured to incorporate their new vocabulary learnt in relation to Remembrance Sunday. As part of the plenary session, pupils had the opportunity to read out their work to the class, enhancing and developing their Welsh oral skills.

Illustrative Example 6

31 December 2019

12:25



The illustrative examples above refer to a lesson based upon the story of 'The Elves and the Shoemaker'. This lesson was taught to the entire class of pupils ranging from 5-7 years of age. The story was taught to the pupils through the Pie Corbett method. As a result, the pupils became increasingly familiar with the story. A key feature within the storyline is that the elves help the shoemaker double the price of the shoes he sells in his shop. As the exchange of money was a prevalent feature within the storyline, the opportunity to introduce the concept of money to the pupils seemed appropriate. Thus, role play was carried out by the children, whereby they enacted the roles of the shoemaker or customer and exchanged money by doubling the price of the shoes provided. Donaldson (2015) states within his report that competence in numeracy is essential for independent living and work. I felt that by incorporating the introduction of money into the lesson, this provided the pupil to apply their numeracy skills to a real-life situation. Another element of numeracy within the lesson was the pupil's creation of a life size bar graph. The graph categorised different shoe types, which related back to the story, making the task relevant to the pupils.

Illustrative Example 7

31 December 2019 12:23

Cynllun Gwers – Cam 1 Cynllun Gwers

Athro dan hyfforddiant	Anna Aviles	Dosbarth:	1+2
Maes Dysgu a Phrofiad neu Bwnc	<u>Maeth</u>	Dyddiad:	7/11/19
Ffocws Gwers:	<u>Siarad am ein teimladau</u>		
Cysylltiadau ystyrlon â'r Cwricwlwm	<u>Cymraeg, llythrennedd, iechyd a Lles</u>		
Cysylltiadau ystyrlon â: Chyfrifoldebau trawsgwricwlaidd	<u>Llythrennedd - Mae'r plant yn siarad ar lafar am eu teimladau. Maent yn gorfod defnyddio iaith gywir ac addas er mwyn disgrifio sut maent yn teimlo.</u>		
Targedau Personol (Cysylltiedig â SAC ac wedi eu nodi mewn adolygiad wythnosol)			
<u>Gwrando ar ddysgwyr</u>			
<u>Mae'r darpar athro'n arddangos parodrwydd i geisio a gwrando ar fam dysgwyr, ac ystyried y fam honno, er mwyn eu cynnwys a'u hannog i gymryd rhan weithredol a llawn yn eu dysgu eu hunain.</u>			

Demonstrated in illustrative example 7 is an extract from a lesson plan. Every morning for 15 minutes I would split the class in to two groups of around 12 pupils, Sali Mali and Jac Y Jwc. One group would stay with me on the carpet and the other group would sit in a circle with the teaching assistant in the other corner of the classroom. This was an opportunity for each pupil in turn to express how they were feeling that day. The session was constructed in a way that only the individual holding the soft toy should be speaking at that given time. This was in pursuit of ensuring that every pupil felt heard and respected. Based on Donaldson's (2015) review of the curriculum I made an informed decision to incorporate this session as part of the daily routine. Donaldson (2015) highlights that the Health and well-being Area of Learning and Experience will help pupils to build the knowledge, understanding and skills that will enable them to develop positive and appropriate relationships, deal with the difficult issues and decisions they will face and learn to live independently. I felt the pupils really enjoyed this part of the day as they might not always be listened to in other environments. It is also essential to add, if an individual did not want to talk about their feelings, they had full permission to pass the soft toy on to the next pupil.

Illustrative Example 8



The illustrative examples above are screen clippings from a Power Point presentation based on a lesson relating to Christmas around the world. The lesson was taught to the entire class of pupils 5-7 years of age. This lesson had a distinctive link to the AoLE of Humanities. The lesson focused on traditions and cultures of countries around the world during the festive period. Through this lesson, pupils had an insight to different religions, geographical locations and historical traditions around the world. The rationale behind this lesson was the fact that the Humanities Area of Learning and Experience should provide fascinating contexts for children and young people to learn about people, place, time and belief (Donaldson, 2015). To improve on this lesson, I felt it would've been more effective to make the lesson relevant to the pupils. If I were to repeat this lesson, I would ask the pupils to think of their personal traditions during the festive period in order to spark initial interest and enthusiasm

Illustrative Example 9

31 December 2019

12:25



The illustrative example above demonstrates a rangoli patter created by a pupil aged 7. This activity was as a result of a lesson based upon the Story of Rama and Sita and the celebration of Diwali. The lesson was taught to the entire class of pupils 5-7 years of age. On completion of the lesson, per group the pupils took to the yard to apply what they had learnt in the classroom, incorporating it into their own experiences by creating rangoli patterns. In addition, they created Diva lamps out of clay. My rationale behind this lesson was in pursuit of merging AoLE's. It had been highlighted that the curriculum had become unwieldy, overcrowded and atomistic. This inhibited opportunities to apply learning more holistically or to use that learning creatively to address issues that cross subject boundaries. By teaching a lesson based upon Diwali and getting the children to create their own rangoli patters and Diva lamps, it successfully merged the AoLE's. In turn, I felt this created a more holistic, transferable experience for the pupils.

Critical Reflection

31 December 2019 12:25

This assignment aims to critically reflect on the planning and implementation of three pedagogical principles in relation to the first part of Professional Teaching Experience (PTE). The school in question is a Welsh medium primary school, located in the centre of a large town whereby the dominant language is English, with only a small percentage of fluent Welsh speakers ([REDACTED], 2017). This aspect is reflected within the school's intake. Seventy-two per cent of pupils originate from English-speaking homes, with only twenty eight percent from Welsh-speaking homes (Estyn, 2016). There are approximately four hundred full time pupils and fifty part time pupils attending the school. In 2016, when the most recent Estyn (2016) report was conducted on the school, approximately eleven percent of pupils were eligible for free school meals. Pupils are taught in eight classes in the Foundation Phase and six classes in Key Stage Two ([REDACTED], 2017).

It is possible to define effective teaching as that which leads to improved student achievement in valued outcomes, assuming all other things being equal (Coe, R et al., 2014). However, when attempting to develop a set of standards which equate to good teaching, two predominant barriers are likely to be encountered. These include being too specific or not specific enough. Essentially, good quality teaching involves a range of factors, such as, quality of instruction and content knowledge (Coe, R et al., 2014). Those who implement all such factors, manifested at different times, are considered to demonstrate effective teaching. However to promote effective learning, Donaldson (2015) suggest that teachers need to implement a variety of pedagogical principles.

The first pedagogical principle that will be under consideration is that of 'good teaching and learning means employing assessment for learning principles'. Assessment for learning is the process of discovering where learners are within a learning continuum, where they need to be and how best to get there (Welsh Government, 2010). A wide variety of research surrounding the implementation of assessment for learning strategies has evidently demonstrated the benefits to pupils (Black, Wiliam et al., 2002). These include higher quality outcomes and engagement of all learners in their own learning. At the beginning of my Professional Teaching Experience (PTE) an element I found rather challenging was ensuing to come down to the pupils' level in relation to their rationality and thought processes. As I had never experienced teaching this age group prior to PTE (5 to 7 years of age) I naively assumed the pupils would understand the rationale behind what seemed to me, straight forward concepts. An area of my practice that was impacted as a result of this naivety and lack of experience was my questioning techniques. As a crucial feature of AfL, effective questioning techniques play an important role in students' learning to develop reasoning, challenge beliefs, strengthening their arguments and propositions (Sachdeva, 1996; James and Baldwin, 1997; Petty, 1998).

Initially, when teaching the class, given the answer the pupil provided was correct, I would often fail to challenge it or ask for an elaboration. I incorrectly took it for granted that they understood. Minton (2005) supports this notion by explaining "questioning does not come naturally to most people because novice teachers are used to thinking in terms of answers not questions" (p. 163). Essentially, it became evident after one or two lessons that I was asking too many closed questions. Research discloses that questions teachers ask in the classroom are usually procedural and factual (Myrick & Yonge, 2002). These questions do not increase student autonomy (Choi, Land, & Turgeon, 2008). Fisher, Milne and Bull, (2011) suggest that closed ended questioning needs to be avoided by classroom teachers. Conversely, Cotton (1983) stresses that teachers should include a mixture of lower cognitive and higher cognitive questions. This will require students to give short responses centred on what they have formerly learned but also to construct their own answers, assisting them with higher order thinking skills (Scoboria & Fisico, 2013).

Fortunately, as demonstrated in illustrative example 1, this area for improvement was highlighted early on in my PTE by my classroom mentor. After undertaking an observation, she suggested that I should incorporate more open-ended questions when discussing with the children. I began to understand that by getting the children to explain their answers, it not only helped them but also

had the potential to improve their fellow pupils' understanding. Thus, as highlighted by Black et al (2003) questioning techniques are not merely a pedagogical tool to elicit evidence of students' understanding but also a means to improve their understanding. To ensure further development, moving forward, I would prepare a series of open-ended questions prior to the lesson, that serve a significant purpose. These questions would include both knowledge, comprehension and higher-level cognitive questions. Additionally, I would utilise the use of lollipop sticks when asking questions in order to ensure the participation of all pupils.

Another element that I initially found challenging when planning lessons was the standard and level at which I should pitch the work and resources. Again, due to my lack of experience with the age group, I was unaware of the basic academic expectations of the children. Having discussed with my classroom mentor as well as research into the Foundation Phase Framework (Welsh Government, 2015), it greatly improved my understanding of these expectations. However, upon analysis of the pupils' workbooks, I soon gained a richer understanding of the abilities of this specific class. Additionally, it became apparent from this experience that there were inconsistencies amongst the children's work when writing and forming sentences. Some pupils would use capital letters at the start of some sentences but not others. Others would randomly place a full stop in the middle of a sentence. It was evident that the children did not understand the relevance of such punctuation.

Glasson (2009) emphasises that by sharing a success criteria with learners, it contributes to closing the gap between learners' previous knowledge and their developing understanding. As a result, as demonstrated in illustrative example 2, I decided to co-create a success criteria with the pupils, for reference purposes when writing sentences. It was essential that they co-created the success criteria in order to successfully understand and implement it. Educationalists and policy makers advocate the negotiation and discussion of a success criteria with the learners, in order to ensure the clarity of purpose (DfES, 2007; Hattie, 2009). Failure to do so, thus engaging in a 'procedural, ritualistic' process may result in a lack of understanding (Swaffield, 2009, p. 4). Likewise, Hattie (2012) highlights the value in utilising success criteria, as it contributes to teacher clarity, which has an effect size of 0.75 in terms of lifting achievement. Upon reflection, it took the pupils a number of attempts to adhere to the success criteria. Nevertheless, with practice and repetition it became evident that the standard of the pupils' work was improving.

Through the creation of the success criteria it meant that the children could self and peer assess, in turn fostering increased independence. The ARG (1999, p. 7) state that 'learners must ultimately be responsible for their learning since no-one else can do it for them'. However, others claim that the use of a success criteria has the potential to inhibit creative thought, dialogic discussion and exploratory approaches to learning (Hussey & Smith, 2003, p. 358). Nonetheless, I felt this element of the pedagogical principle worked well with the class. Thus, moving forward I would try to incorporate it within a range of different disciplines, where appropriate.

An additional way I incorporated the pedagogical principle of 'good teaching and learning means employing assessment for learning principles' into my planning and teaching was through the use of formative assessments. Formative assessments are performance opportunities whereby the primary purpose is to provide students and teachers with feedback about the student's current state, with the opportunity for student improvement (Black and Wiliam, 2009).

As demonstrated in illustrative example 3, formative mathematic assessments were issued to each pupil to complete every Friday morning. This was an exceptionally useful way to gauge the pupils' understanding as the assessments were completed on an individual basis. However, it is of paramount importance to make the formative process transparent to students (Ruiz-Primo et al., 2010). Creating a constructive learning atmosphere, whereby mistakes are regarded as valuable information is vital (Black & Wiliam, 2009). Likewise, Hattie and Timperley (2007) state that pupils must understand and use the information provided to increase effort or adjust their learning strategies. Evidently, the younger the children are the more difficult this process can become.

Due to this factor, following the marking of the assessments, I would set tailored target work for each pupil based on their individual performance. Additionally, I would adjust my teaching strategies accordingly, ensuring to focus on the general weaknesses highlighted within that weeks' assessment (Bransford et al., 2000; Wang, 2007). I documented the pupils' weekly scores for progress purposes.

Overall, the majority of the class improved week on week, conveying the effectiveness of the formative assessment process. However, it has been highlighted within recent literature that formative assessments generate substantial practical constraints such as time and workload (Buchanan 2000; Wang 2007). Upon reflection this is something that I struggled with due to the other subject areas that needed to be covered throughout the school day. In order to ensure progression moving forward, I would group the pupils' based upon their similar weaknesses. I would then set targeted group work as a strategy to reduce unnecessary workload and time constraints. This strategy could also potentially foster teamwork and build self-esteem.

The second pedagogical principle under consideration is that of 'good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them'. Historically, priority was given to literacy and numeracy within the Welsh curriculum. However, within recent years it has been suggested that digital competence is progressively fundamental to learning and life (Donaldson, 2015). It's also been implied that it should have similar status within the curriculum to that of literacy and numeracy. Resnick and Klopfer (1989, p. 33), suggest that cross-curricular teaching has the potential to increase student motivation and engagement. Fortunately, within part 1 of my PTE there were multiple opportunities to incorporate cross curricular learning. As demonstrated in illustrative example 4, I taught a lesson based on the history and safety surrounding Bonfire Night. This topic allowed for the integration of History, Art, digital competence and literacy within the session. However, I found the integration of digital competency challenging within the planning and implementation of my lessons. As Donaldson (2015) states, the application of Cross-curriculum Responsibilities should be natural and authentic as opposed to an add-on. Personally, I felt in some circumstances that the integration of digital competency within lessons was more of an add on rather than a natural incorporation. I found it challenging to ensure its relevance within lessons. This was largely down to my own knowledge and skills surrounding digital competence for the age group in question. I felt my expertise and awareness of certain applications and software appropriate for the age group was limited. Additionally, due to the age of the children I felt that some tasks would simply not have been appropriate given their skillset. Moving forward I would ensure to have an in-depth conversation with my class mentor surrounding the technology appropriate for the age group in question. I would ensure to do so in a timely manner to allow time for myself to understand and undertake any additional research on the given technology.

An additional example of how cross curricular responsibilities were integrated within my planning was when an opportunity arose to teach the pupils about Remembrance Sunday. This topic allowed for the incorporation of history, geography and literacy (see illustrative example 5). Waters (2013) describes good teaching as bringing 'the world into range'. Likewise, Boyle (2008) states that education should be organised in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association. He goes on to explain that learning and teaching should be viewed in a holistic way, reflecting the interactive real world. As a result, I attempted to link the discussions surrounding the history of the war with that of the pupils' local community. I did so by taking the pupils to the cenotaph, which was around a five-minute walk from the school. This allowed for the children to make sense of the rather abstract concepts surrounding the history we had discussed. Additionally, it enabled them to explore and learn about their local community, enhancing their geographical awareness. The aspect of literacy was introduced in their follow up activity upon their return to the classroom. Each group wrote up on their experience whilst incorporating their new vocabulary in relation to Remembrance Sunday. What I learnt from this experience is how essential it is to make the learning relevant to the children. It was evident that simply relaying the history was not enough to create understanding as the concept was so far removed from their experiences.

A further feature of cross curricular responsibilities incorporated within my PTE involved a lesson based upon the story of 'The Elves and the Shoemaker'. I decided to adopt the Pie Corbett method to teach the pupils the story. This enabled them to remember the storyline, in turn allowing them to role play, enacting scenes from the story which were recorded on the school's Ipad. A supplementary activity that stemmed from this was to write up the main features of the story. Additionally, the story explains how the elves help the shoemakers double the price of the shoes they sell in their shop. The QCA (2009, p. 1) outlines that the purpose of cross-curricular dimensions

is to make learning 'real and relevant', thus reflecting "some of the major ideas and challenges that face individuals and society". As a result, it seemed appropriate to introduce the pupils to the concept of money. This allowed the children to buy and sell shoes using pieces of money, just as they did in the story, integrating an element of numeracy into the lesson. Likewise, as demonstrated in illustrative example 6 the children created a life-size graph, categorising different shoe types, which also incorporated the cross curricula responsibility of numeracy into the lesson.

The final pedagogical principle under consideration is that of 'good teaching and learning ranges within and across Areas of Learning and Experience'. Barnes (2007) stresses that any curriculum changes have to take account of the fact that children are growing up in a world where moral and social boundaries are becoming increasingly blurred. Sufficient health and wellbeing is central to effective learning. When young people feel their contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves (Education Scotland, n.d.). According to Donaldson (2015) children and young people need to experience social, emotional and physical well-being to thrive and engage successfully with their education. Improving the health and well-being of the nation has been an important feature of Welsh Government policy for many years (Welsh Government, 2013). As a result, I made it a priority to incorporate the AoLE of Health and Wellbeing into my planning throughout PTE, as exhibited by illustrative example 7. By giving the pupils the opportunity to express their emotions it fostered crucial skills concerning their emotional intelligence, such as, self-understanding and managing emotions (Weare, 2004). Additionally, it gave me as a student teacher an insight into each pupil, thus allowing me to better understand their behaviour and emotional needs. In discussions for the review of the current curriculum, many children and young people felt that health and well-being were some of the most important issues that needed addressing in schools (Donaldson, 2015). Despite the success of this AoLE, logistically it was sometimes difficult to manage. Frequently, pupils would be enthusiastic to expand and discuss their feelings, however, due to time constraints this was not always possible. This meant that a potential key conversation may be overlooked. An additional consequence of this time constraint could potentially lead to the pupil not feeling valued or heard. Moving forward, I would ensure to dedicate five minutes before the start of play time for any pupil that felt they wanted to further discuss any issues or emotions that may concern them.

As demonstrated in illustrative example 8 I taught a lesson relating to the traditions of 'Christmas around the world'. This allowed the pupils to geographically explore different countries, cultures and traditions. I felt this successfully covered aspects of Geography, History and areas of Religious Studies, all of which come under the umbrella of Humanities, one of the six AoLE. However, the Welsh Government (2015) propose that each AoLE should include, where appropriate, a Welsh dimension as well as an international and UK perspective. Donaldson (2015, p.28) states 'our children and young people need to be rooted in their own cultures and to have a strong sense of identity as citizens of Wales, the United Kingdom, Europe and the wider world'. Upon reflection I felt as though a Welsh dimension was lacking within the lesson. To improve my implementation of this principle in future lessons, I feel it would be more effective to initially focus on the traditions held here in Wales and compare them with another international country. This would have created a more relevant and in-depth experience for the children, sparking initial engagement and enthusiasm.

The AoLE of expressive arts was also integrated as part of a lesson concerning Diwali and the Story of Rama and Sita. As demonstrated in illustrative example 9, the pupils created rangoli patterns with chalk on the concrete on the yard. Additionally, they made Diya Lamps out of clay. Smith (2013) highlights that countries across the world appreciate the importance and potential of the arts in enabling improved educational, social and economic outcomes. It has been suggested that the six AoLE should not be taught in silos (Hayes, 2010). A curriculum defined largely in terms of discrete subjects can become directly translated into a timetable within which important cross-curricular learning can be marginalised (Donaldson, 2015). A recent review of the curriculum insisted a greater emphasis on skills, cross-cutting themes and flexibility as children are more actively engaged and creative when experiencing subject content through the Areas of Learning rather than through discrete subjects (Taylor et al. 2015). As a result, when planning my lessons, I attempted to ensure the overlapping of themes and subjects in order to create a more holistic experience for the pupils. I felt within this lesson I successfully did so by integrating the AoLE of Expressive Arts with

Humanities. However, sceptics suggest that learning should have clearly defined boundaries provided by single-subject teaching. They claim that an integrated approach is insufficient, particularly in ensuring that children have regular opportunities to gain fundamental skills in key subjects. To improve the implementation of this pedagogical principle in the future, I would attempt to overlap the AoLE's in order to create a more interdisciplinary, holistic experience for the pupils. This way they will forge links between disciplines, giving them a better overall understanding of the subject and wider world (Hayes, 2010).

To conclude I have come to understand the importance of Donaldson's (2015) 12 Pedagogical Principles and their relation and impact on effective teaching and learning. This reflection has allowed me to understand my own strengths and weaknesses in relation to the planning and implementation of the pedagogical principles. Moving forward I will ensure to implement my recommendations for improvement as noted in the assignment. Additionally, I will continue to undertake research surrounding the pedagogical principles and their impact on effective teaching. I will incorporate my future findings where appropriate in PTE 2 and within my teaching career.

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