

Overview

Monday, January 6, 2020 10:04 PM

Portfolio and Critical Evaluation

1601083

Maisie Purchase

S-PGCE History

<https://uwotd-my.sharepoint.com/:o:/g/personal/1601083>

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Assessment for Learning

Monday, January 6, 2020 10:05 PM



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Maisie Purchase	Class:	7E
AoLE or Subject	History	Date:	20.11.19
Lesson Focus:	The Lost City of Atlantis		
Meaningful links to Curriculum			
Meaningful links to: Cross Curricular Responsibilities	Literacy – writing tasks. Oral skills – discussion in pairs and as a class.		
Personal Targets (Linked to QTS and identified in weekly review)			
- Ensuring a calm atmosphere to be able to manage the learning environment.			

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

The pupils will learn to:

- Discuss Atlantis and come to a decision whether they believe it is real or not.
- Discuss what they think happened to Atlantis.
- Look at other people's opinions on Atlantis and make their own decisions/opinions from that.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
- Pupils are able to discuss and come to decisions by the end of the lesson. - Complete worksheet. - Discussion as a class.	- Be able to decide whether they believe Atlantis is real or not and then justify their answer. - Discuss what they believe happened to Atlantis and why.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Refer back to a story the pupils already know about Kenfig Pool. Start a discussion about this story asking the pupils to think about it and discuss whether they believe that there is actually a town underwater in Kenfig Pool. This would then lead on to asking the Pupils if they know of any other lost cities, eventually introducing the lost city of Atlantis.	Pupils to use no more than 5 images to draw an explanation of the story of Kenfig Pool in their books. Pupils will then explain the story and come to a decision whether they believe that there is actually an underwater town in Kenfig Pool. Pupils will then be asked if they know of any other lost cities and Atlantis will be introduced. Pupils to discuss any previous knowledge about the topic. A quick draw task introduced using the whiteboards after a description of Atlantis is placed on the board, pupils will draw what they believe Atlantis looked like.	Powerpoint Whiteboards
Teaching & Core Learning	Did Atlantis really exist? Give a worksheet with a variety of statements that could imply whether Atlantis was or was not real in order for the pupils to reach a solid conclusion with their own opinions.	Pupils to colour code the sheet. One colour if the statement implies that Atlantis did in fact exist and another colour for any statement that implies that it was a myth. The worksheet will be on the powerpoint but pupils will also have copies in order to stick in their books.	Powerpoint Worksheet

Plenary	Did Atlantis Exist?	A final task where pupils write in their books. I think Atlantis existed because... However, I think Atlantis could be a fictional place because. Using the worksheet from earlier, pupils can use the 3 most important statements they believe support their argument.	Powerpoint Worksheet Workbooks
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Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	
Next Steps for Progress	

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	
Areas for my Development Personal Targets for Progress	



Scott
Lesson Pl...



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Maisie Purchase	Class:	7E
AoLE or Subject	History	Date:	04.12.19
Lesson Focus:	Robert Falcon Scott		
Meaningful links to Curriculum			
Meaningful links to: Cross Curricular Responsibilities	Literacy – writing tasks. Oral skills – discussion in pairs and as a class.		

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Maisie Purchase	Class:	7E
AoLE or Subject	History	Date:	04.12.19
Lesson Focus:	Robert Falcon Scott		
Meaningful links to Curriculum			
Meaningful links to: Cross Curricular Responsibilities	Literacy – writing tasks. Oral skills – discussion in pairs and as a class.		
Personal Targets (Linked to QTS and identified in weekly review) - Ensuring a calm atmosphere to be able to manage the learning environment.			

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

The pupils will learn to:

- Discuss Robert Falcon Scott and his expeditions to the South Pole.
- Timeline of the Terra Nova Expedition
- Discuss overall why RFS conducted his expedition, if it was successful and if anybody else has been to Antarctica.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
- Pupils to be able to put together a timeline of events from the Terra Nova Expedition.	- Be able to put together a correct timeline of the Terra Nova Expedition. - Discuss the expeditions and put together a survival kit of what they would take if they were going to the South Pole.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Second half of a lesson. First half taught last lesson and to be finished at the end of this lesson. Go back over what they remember from last lesson.	Pupils to rethink over what they learned last lesson and discuss in pairs.	Powerpoint
Teaching & Core Learning	Begin a timeline exercise for chronological order.	Pupils to use the timeline cards given and place them in chronological order to tell the story of what happened to Robert Falcon Scott. Pupils then to stick them in their books in chronological order.	Powerpoint Worksheet Glues
Plenary	Why did RFS go to Antarctica? Has anybody else done the same?	Pupils to write an extended writing task on why RFS went to Antarctica and if they believe it was a success or not. Pupils to then conduct a discussion on whether anybody else has been to Antarctica and why. This leading on to Shackleton.	Powerpoint Worksheet

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Draw a timeline of Scott's journey

On the 15th June 1910 the Terra Nova set sail from Cardiff, Wales. It sailed to South Africa and Australia until it reached New Zealand. The ship left New Zealand on the 29th December 1910 with 34 dogs, 19 Siberian ponies and three sledges. The journey to Antarctica took longer than they had thought because of a really strong snow storm.

They reached Ross Island on the 4th January 1911 and settled in for the winter. During this time, they celebrated Scott's 43rd birthday (6th June

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They reached Ross Island on the 4th January 1911 and settled in for the winter. During this time, they celebrated Scott's 43rd birthday (6th June 1911). It wasn't until the 1st November 1911 that they started their expedition to the South Pole.

Their journey wasn't easy. A snow storm struck on the 4th December 1911 and lasted 5 days. By the 16th January 1912 they had just 15 miles to go until they reached the South Pole.

Hooray! They arrived at the South Pole on the 17th January 1912. However, explorer's from Norway had reached the South Pole a few days earlier. Now it was time to travel back to their base with very little food. Would they make it?

They were not as strong on the way back and become weaker. One of the team, Edgar Evans, collapsed and died on the 17th February 1912. A month Later (17th March 1912) Lawrence Oates bravely died. Unable to survive the freezing temperatures Robert Falcon Scott, Henry Bowers and Edward Wilson were thought to have died shortly after Scott's last diary entry on the 29th March 1912. It wasn't until the 12th November 1912 that their bodies were found.



Cross-Curricular Responsibilities

Monday, January 6, 2020 10:06 PM



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Maisie Purchase	Class:	8I
AoLE or Subject	History	Date:	19.11.19
Lesson Focus:	The Industrial Revolution		
Meaningful links to Curriculum			
Meaningful links to: Cross Curricular Responsibilities	Literacy – writing tasks. Oral skills – discussion in pairs and as a class.		
Personal Targets (Linked to QTS and identified in weekly review)			
- Ensuring a calm atmosphere to be able to manage the learning environment.			

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

The pupils will learn to:

- Discuss the difference between a hero and a villain.
- Focus on historical figures and place them into a context.
- Discuss how opinions have changed over time.
- To discuss the concept of context.
- Focus on the Industrial Revolution and how it changed lives.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
- Pupils are able to discuss and come to decisions by the end of the lesson. - Complete worksheet. - Discussion as a class.	- Know the difference between a hero and a villain. - Discuss opinions over time. - Focus on the context of certain events and historic figures. - Establish how the IR affected lives.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Introduce the idea of heroes and villains. Create a discussion on the difference between both. Ven diagram on the board where Pupils are able to place historic figures and their own opinions whether they are a hero or a villain.	Firstly a discussion in pairs. In pairs, pupils are to have a card with a historic figure where they will place on a Ven diagram on whether they believe the person to be a hero or a villain.	Powerpoint Whiteboard
Teaching & Core Learning	Go through the powerpoint to establish the idea of heroes and villains. Then to move onto the idea of whether peoples opinions have changed over time. Moving on to focus on the idea of context and allow pupils to discuss what they think it means and how they would find out the context of something. Move onto the idea of the Industrial Revolution and how it affected peoples lives.	Pupils to conduct discussions in pairs throughout the majority of this lesson. Pupils to share their opinions with the class and are able to create questions to find out the context of certain historic events. When moving onto the Industrial Revolution topic, pupils to complete a line diagram and are able to show the three with the strongest connection.	Powerpoint Worksheet

Plenary	Suggest the question how the Industrial Revolution shaped the lives of the ordinary people?	Pupils to use whiteboards in order to create an answer and justification of the answer.	Powerpoint Whiteboards
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Lesson Plan – Phase 1
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(include references to QTS)

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Dydd Cwener Tachwedd 22

Does Atlantis exist?

I think Atlantis may have existed because scientists in 1960 used digital mapping and underwater technology and have found 'mysterious cities' underwater. Some people think these places underwater (1960) are just other parts of Atlantis. Furthermore, scientists have found evidence of structures and ice beneath the ocean which the structures may have looked like in addition, some historians claim that there was a massive earthquake in 1500 BC.

Also, historians were aware in the Atlantic and the Caribbean when Atlantis was meant to have existed.

However, I think Atlantis may be a fictional place because the story suggests that Atlantis was surrounded up in the Bermuda Triangle. The Bermuda Triangle is a region of the Atlantic where ships are missing. It is supposed to be a mysterious circumstance. Furthermore, no physical remains of what Atlantis looked like have been found. There is no evidence of a city or a physical evidence in pictures. How can we know if any of these stories are true? If it was a city, it would be a city. In addition, Atlantis was meant to be a beautiful and modern city. If it was so well built, how could it just one day disappear?

Also, some say Greece, others Spain, or even say Turkey. If we don't know where it was, we can't find it.

Overall, I think that Atlantis is a myth because I have more evidence of non-existence than existence.

17th June 1932. The first ship to reach the island.

The ship was the first to reach the island.

18th June 1932. The first ship to reach the island.

The ship was the first to reach the island.

19th June 1932. The first ship to reach the island.

The ship was the first to reach the island.

20th June 1932. The first ship to reach the island.

The ship was the first to reach the island.

21st June 1932. The first ship to reach the island.

The ship was the first to reach the island.

22nd June 1932. The first ship to reach the island.

The ship was the first to reach the island.

23rd June 1932. The first ship to reach the island.

The ship was the first to reach the island.

24th June 1932. The first ship to reach the island.

The ship was the first to reach the island.

25th June 1932. The first ship to reach the island.

The ship was the first to reach the island.

26th June 1932. The first ship to reach the island.

The ship was the first to reach the island.

27th June 1932. The first ship to reach the island.

The ship was the first to reach the island.

28th June 1932. The first ship to reach the island.

The ship was the first to reach the island.

29th June 1932. The first ship to reach the island.

The ship was the first to reach the island.

30th June 1932. The first ship to reach the island.

The ship was the first to reach the island.

1st July 1932. The first ship to reach the island.

The ship was the first to reach the island.

2nd July 1932. The first ship to reach the island.

The ship was the first to reach the island.

3rd July 1932. The first ship to reach the island.

The ship was the first to reach the island.

4th July 1932. The first ship to reach the island.

The ship was the first to reach the island.

5th July 1932. The first ship to reach the island.

The ship was the first to reach the island.

6th July 1932. The first ship to reach the island.

The ship was the first to reach the island.

7th July 1932. The first ship to reach the island.

The ship was the first to reach the island.

8th July 1932. The first ship to reach the island.

The ship was the first to reach the island.

9th July 1932. The first ship to reach the island.

The ship was the first to reach the island.

10th July 1932. The first ship to reach the island.

The ship was the first to reach the island.

11th July 1932. The first ship to reach the island.

The ship was the first to reach the island.

12th July 1932. The first ship to reach the island.

The ship was the first to reach the island.

13th July 1932. The first ship to reach the island.

The ship was the first to reach the island.

14th July 1932. The first ship to reach the island.

The ship was the first to reach the island.

15th July 1932. The first ship to reach the island.

The ship was the first to reach the island.

16th July 1932. The first ship to reach the island.

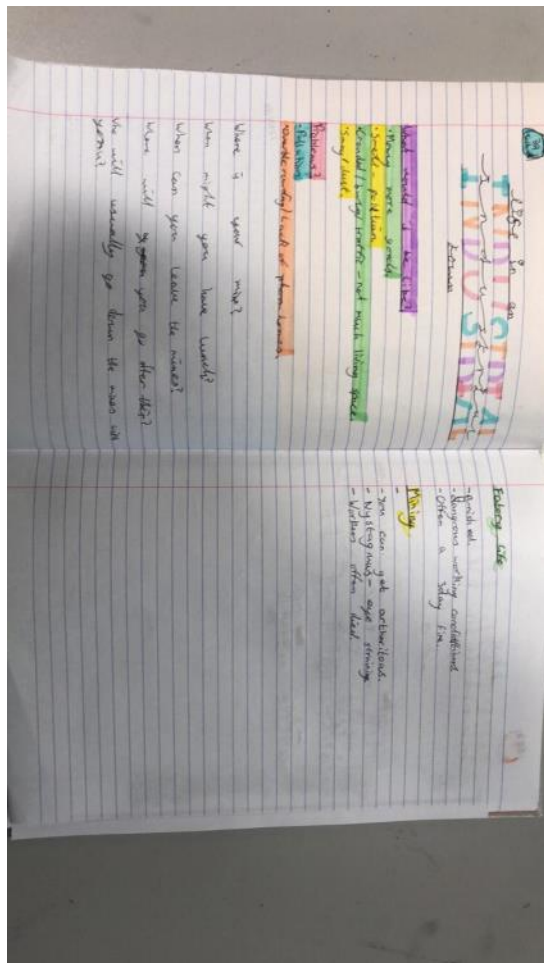
The ship was the first to reach the island.

17th July 1932. The first ship to reach the island.

The ship was the first to reach the island.

Direct Teaching

Monday, January 6, 2020 10:06 PM



The MERTHA Rising **1931**



elle Williams

Did Atlantis really exist?

One story suggests that Atlantis was swallowed up in the Bermuda Ocean. This is a myth. The region of the Atlantic where the city might have been is too deep to disappear under mysterious circumstances.	Some historians claim that Plato made up the story of Atlantis as a way of warning his countrymen that they might face a similar fate if they did not improve their society. This is a theory, but it is not proven.	Historians for centuries have argued over where Atlantis might have been. Some say Greece, others Spain, or even Africa. We don't know where it was, did it exist?	Plato's story of Atlantis was inspired by the story of the lost city of Atlantis. It was a warning to his countrymen that they might face a similar fate if they did not improve their society. This is a theory, but it is not proven.	The people of Atlantis were said to be a mix of Greek and Phoenician. They were a powerful civilization that had a great navy. They were a mix of Greek and Phoenician. They were a powerful civilization that had a great navy.	No perfect drawing of what the ancient world was like. The ancient world was a mix of many different cultures. It was a mix of many different cultures. It was a mix of many different cultures.
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Critical Reflection

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Critical Evaluation

The pedagogical principles are a key factor within the curriculum and education as a whole. Pedagogy is the method and the practice of teaching in general. Pedagogy in the aspect of teaching is how a teacher shapes their actions, thinking and their strategies. They do this by understanding their pupils and their individual needs. I will focus on three pedagogical principles whilst writing a critical evaluation. The importance of this critical evaluation is for me to create a self-reflection on my teaching so far during my Professional Teaching Experience. I will use the pedagogical principles and explain my strengths and weaknesses I find when I practice them within the classroom. In this critical evaluation, I will firstly reflect on my use of good teaching and learning means employing assessment for learning principles. Secondly, Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them. Thirdly, Good teaching and learning means employing a blend of approaches including direct teaching.

Pedagogical principle: Good teaching and learning means employing assessment for learning principles.

At the beginning of Professional Teaching Experience (PTE) part 1, I struggled with trying to include assessment for learning into my lessons and tried to get through as much teaching/talking as I could. I did not focus on assessment for learning and didn't seem to focus on whether the pupils were actually engaged and learning. I was unsure of the pupils

teaching/talking as I could. I did not focus on assessment for learning and didn't seem to focus on whether the pupils were actually engaged and learning. I was unsure of the pupils and were not sure of their abilities and their preferred assessments for learning. At the start,

I was really unsure of the pupil's previous knowledge on certain topics. This also links back to Donaldson's other principles such as setting tasks and selecting resources that build on previous knowledge (Donaldson, 2015). I wish I had considered looking over the pupil's previous work and engaged a little more with the pupils in my observation week at the beginning of PTE. Hattie focuses on how important it is to ensure that you know your pupils when you are preparing and planning lessons for a class. (Hattie, 2012).

In my first PTE, I have 5 different classes and at the start I found it quite difficult to differentiate between each class and each pupil. The lessons I planned for each class begun as the exact same lesson for each year group. I have one year 7 class that is an Additional Learning Needs (ALN) class where each pupil has different needs. After my first lesson with this class, I realised how much I would have to differentiate between this class alone. I began simplifying the PowerPoints made and began creating different levels of tasks for each student and each class. VanTassel-Baska states "Classroom differentiation is highly dependent on positive teacher behavioral change in key areas". I believe throughout PTE so far, I have come very far in my differentiation for each class. I focus more on each individual child and how they would react and engage in the lesson and the tasks in which I created. For my year 7 classes, we firstly learned about Native Americans in today's society. I created a PowerPoint and tasks which suited each class best. The ALN class that I teach had a simplified version of the tasks with extra information and help. The classes reacted very well to each of the tasks.

As I progress through PTE 1, I have realised that I have learnt a lot especially when regarding good teaching which I have learnt through experiences and observing my mentors. For individuals, I have been focusing on individual's assessments for learning. For certain individuals in my year 7 class they prefer questioning within the lesson whereas others seem to prefer written tasks. My year 8 classes are much more confident and prefer questioning. I believe good teaching to be being able to acknowledge and implement all

types of assessment for learning. This pedagogical principle is extremely important as good teaching and learning is a main part of PTE 1 and teaching in general. My mentor has given me a lot of great advice and comments which help me to learn what good teaching and learning is. I have many reflections and comments from my mentor in my learning journal which I reflect back on in order to write my lesson reflections.

In future lessons, I think I still need to focus on assessment for learning and getting to know the pupils in my class more in order to decipher what assessment for learning fits them best. This would help me to use a variety of assessments of learning in the classroom and could possibly naturally become a habit for future lessons. I hope to be able to produce good teaching and learning to each one of my pupils now and in the future. The pupils in year 7 classes are not yet banded, therefore it is sometimes quite difficult to differentiate between individuals and the class as a whole. I am particularly harsh on myself that sometimes I direct all my attention to specific individuals who seem to be struggling rather than sharing my attention equally. I try to provide all pupils with the same amount of support but sometimes find the pupils who are working well to be getting less attention.

Pedagogical Principle: Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

At the start of PTE 1, I wasn't entirely sure on how much importance literacy, numeracy and digital competence had within a lesson. As guided by my mentor, I have come to the realisation how these cross-curriculum responsibilities contribute to each lesson that I plan. The first few lessons that I planned, I mainly focused on literacy within my lessons. For my ALN class, I focused on literacy based tasks such as word searches, written tasks and

comprehensions. These will be included in my OneNote. Literacy is the main foundation for education, without literacy the pupil would be without a main life skill. In a few of my classes, there are a variety of pupils with a reading age 3+ years lower than their actual age. This causes a lot of differentiation as my year 7 classes are not yet banded. At the start of PTE 1, I struggled a lot in trying to come to terms with the literacy differences between the pupils as some were quite advanced at reading, writing and their conversational skills whereas other pupils were on the other side of that spectrum. Audrey Azoulay, the Director-General of UNESCO states "Literacy is the first step towards freedom, towards liberation from social and economic constraints". I often feel like this statement implies within the classroom as I teach many pupils that all come from different backgrounds. Some pupils come from higher social and economic backgrounds whereas some of my pupils come from the complete opposite. I have noticed that this links in with the scale of literacy between my pupils. Throughout my lesson planning and teaching, I believe that I have successfully differentiated for that majority of my pupils and I am always there to support, circulate and provide help for any pupil that may be struggling. I have given my pupils a variety of tasks that target literacy such as extended writing where I can easily focus on assessment for learning. I also allow the pupils to participate in discussions amongst each other which allows them to voice their own opinions, help with their oral skills and also helps to create better relationships amongst each other.

I then tried to input numeracy into my subject. I found this quite difficult as at first, I did not understand how I would be able to implement numeracy into a history lesson. I done this by tasks based on chronology where pupils can put together a story by using dates in chronological order. I also use numeracy in order for students to see how long ago the period was which they are studying. All of my year 7 classes seemed to interact well with this task and they seemed to enjoy putting the story together by the dates rather than me telling and explaining the story to them. This also helped them to produce a timeline in their books which will also be shown in my OneNote of the tasks I have produced for my classes.

Personally, I think that numeracy tasks are quite different in history and students get quite involved as it is a writing based topic. I believe numeracy to be important in all aspects of teaching and subjects as it allows the pupils to develop logical thinking and strategies of reasoning. Numeracy is part of day to day life that pupils need to use throughout their lives after school. I think that by implementing numeracy into my lessons, it will help pupils in the future as it is a great employability skill. Implementing numeracy into history lessons is also important as it isn't so obvious as a mathematics lesson where a pupil could dislike the subject, it helps the pupil to progress in some sort of way rather than completely disregarding the subject all together.

In general, I found digital competency quite difficult to input into my lessons as the school focuses on textbooks, sources and PowerPoints. However, in a few lessons the pupils have been able to use Chromebooks and iPads in order to conduct their own research. We included digital competency when trying to find out how Native Americans lived in today's society. I allowed pupils a lesson where they could conduct their own research on sheets provided by myself and then they would be able to feedback to the class on what they had found out. I believe that this provides the pupils with a great way for them to get involved and helps them to gain knowledge on the most recent information regarding the topic that they are researching. In lessons, I have also given the task for pupils to produce presentations on PowerPoint and then to present them to the rest of the class following research that they have conducted. Wilson argues that producing and presenting presentations are much more effective than giving out printed materials (Wilson, 2009). However, I do see limitations in this as I am not able to book the Chromebooks or iPads very often as they are shared by the entire school. Also, the load up time takes up a significant chunk out of the lesson.

Pedagogical Principle: Good teaching and learning means employing a blend of approaches including direct teaching.

The method of direct teaching is what I believed at the start of PTE 1 to be the best approach in my teaching career. I agree that in certain situations it is an excellent approach however I have realised that not all pupils engage and react to direct teaching the same. I began to feel like I was just constantly talking at the pupils and they were becoming completely disengaged by the end of the lesson. This made me feel quite disappointed in myself and brought myself to believe that I was not cut out for this career. Instead of using the direct teaching method all of the time, I began to introduce tasks where the pupils would be in control of their own learning. I done this by introducing group tasks, discussion and research using the internet. In certain situations, regarding certain topics, I still find direct teaching to be an excellent method which the majority of pupils engage with. However, I try not to use this so much as I want to get more out of my lessons so that I can put some more focus on assessment for learning throughout the classroom.

The use of the Constructivist method completely goes against the direct teaching method but at the start of PTE 1, I had never thought to implement this approach in anyway. I thought I would stick to what I knew from experiences when I was in school. Piaget's work in 1977 helped to create Constructivism and was followed on by Fosnot in 1989 who defined Constructivism by using four principles. I believe that by trying to implement the Constructivist approach into my lessons, it actually helps my pupils in their critical thinking and helps them to become more motivated within the classroom. In my lesson planning, I try

to allow time in the classroom for pupils to come up with any questions they would like to ask and allow them time for class discussions without my input. I also involve them in how they learn, what is their preferred method of doing a task such as individual work, group work, discussions, digitally etc. I believe by using a blend of approaches, it will help pupil's engagement in the classroom and will also allow me to work out which approach works best for certain classes and individuals.

Personally, I do not like to include the Behaviourist method into my teaching. I believe that behaviour is determined by the environment and I aim to ensure a safe environment for all my pupils to work and grow in. This approach may work extremely well for certain teachers however I prefer to combine the direct teaching method and the constructivist method as I feel that they suit me and my idea of who I would like to be as a teacher much better.

Conclusion:

To conclude, I believe that all three of these pedagogical principles have helped me shape my teaching so far in PTE 1. I believe that good teaching and learning means employing assessment for learning principles. This reflection has helped me to realise my strengths and weaknesses when regarding this pedagogical principle. When thinking about the beginning of my PTE 1, I believe that I have progressed very far when focusing on my assessment for learning. I have now found a variety of ways to implement assessment for learning into my lessons and have found many different strategies where I can focus on individuals and how they react to different types on assessment of learning. I have also progressed very far in differentiation. At the start of PTE 1, I knew barely anything about differentiation but now I feel like it is a strength of mine as I find myself knowing my pupils

quite well and I am able to differentiate between each pupil. However, I feel like I can strengthen this principle even further by learning from my mentor, other teachers and by using my own experiences within the classroom. The second principle I focused on is good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them. I once again believe that I am progressing quite well when regarding this principle. I would say that this used to be my biggest weakness as I found it quite difficult to implement numeracy and digital competency into my lessons. After receiving advice from my mentor, I am now finding ways around this and slowly beginning to include these cross-curriculum responsibilities into my lessons. Finally, the pedagogical principle of good teaching and learning means employing a blend of approaches including direct teaching. At the start of PTE 1, I had only ever known teaching from my own experiences in school which seemed to be mainly orientated around direct teaching. I believe that this method is highly effective but have come to realise that it gets boring quite quickly and pupils tend to disengage quite easily when I am constantly talking at them rather than to them. Since starting PTE 1, I have learnt of many different approaches and methods which seem to be shaping my way of teaching and morphing me into the teacher that I want to be. Whilst, I still find this to be a weakness for me as I feel more comfortable in the direct teaching approach, I feel like I myself am learning in different approaches that will suit the pupils in my classroom. My main aim for both my Professional Teaching Experiences is to ensure that my pupils are engaged and are getting the most out of their lessons.

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Monday, January 6, 2020

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