

Title Page

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Student Name: Dylan Flowers

Student Number: 1904187

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

Pathway: Secondary PGCE

Link to OneNote: https://uowtsd-my.sharepoint.com/:o:/g/personal/1904187_student_uwtsd_ac_uk/Er_Zu9SQxfRBp45BTMGUB_8BQyHWjBn42lbgsQkla-J67Q?e=uQDNI6

Targets from previous assignment:

	Target	What I have done in this assignment...
Target 1	You need to use more appropriate academic sources to support your discussions.	I feel like I have used a wider variety of appropriate academic sources.
Target 2	Try to synthesis further and draw on multiple sources to discuss on specific point.	I feel like I have used a wider variety of academic sources to draw on specific points, arguments and ideas
Target 3	You need to read the referencing guidelines, there are several errors.	I feel like my references are correct and in order

Illustrative Example 1 & 2

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Opening phase (with links to prior learning)	5-10 minute APK: I will ask pupils to consider the knowledge they might already know on the rounding of decimals to the nearest integer, 10 and 100, and the method used to compute them. This starter is not necessarily linked to any previous lessons. Using a differentiated bronze, silver and gold template. With increased difficulty of questions (including a hinge question) in the gold section. Circulating the room while the starter is on the board, to help and answer any individual queries pupils may have. Having a red/green pen to tick and mark when circulating.	Encourage and try to activate the use knowledge they might already individually know, to apply to the starter questions. Pupils can differentiate to their needs with bronze, silver and gold template. With increased difficulty of questions (including a hinge question) in the gold section. Pupils to listen to the teacher's introduction and make notes to support their learning, including self-assessment with marking of their own answers.	Planned PowerPoint with use of ActivInspire (interactive whiteboard). Pupils have access to any specific equipment for the lesson, e.g. classbooks. H&S, ensuring bags are safely under tables, and nothing minor is likely to cause a trip hazard.
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Plenary	A right/wrong quiz in which the pupils have to apply their own knowledge learnt in the lesson for quickfire questions. Intent to build quick recognition of rounding answers. Will be looking for explanations of answers. Ask selected learners from different areas of the room. Cold-call at random. Answers displayed in animation format on PowerPoint. Intent to ask the following question so as a summary of learning is provided by pupils: ➤ Are there any key aspects/rules from the lesson you will take away with you	Pupils will attempt to answer the questions quicker than exercise tasks as it requires quick thinking. They will also need to explain their reasoning for specific answers. Think and share: Pupils to respond to the teacher's questions as individuals.	H&S: Ensure bags are away under tables, and computer cables are not likely to cause a trip hazard. PowerPoint presentation with use of ActivInspire (interactive whiteboard).
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I endeavoured to do this by questioning in various periods of the lesson. I found that a differentiated bronze/silver/gold starter activity (above) worked well for this mixed ability set. It allowed all students to access the work from the start of the lesson. It was beneficial to involve everyone at the close of the starter activity by means of self-marking, directed and open questioning/discussion, after having the time to think and complete the activity themselves. This enabled response gathering for feedback to: (i) enable students to self-assess where they are in their learning, as this encourages them to become more reflective learners (Chambers & Timlin, 2019); (ii) enable me to assess prior learning and the effectiveness of differentiated resources so I can adapt my teaching to meet students' needs now and in future lessons.

I also used AfL in the plenary phase of this lesson (above). I constructed a right/wrong quiz in PowerPoint for quick-fire answers and quick recall. Both multiple-choice and open-response questions are an important element to have in your questioning arsenal (Donaldson, 2015), and should be used in a variety of methods to enhance learning.

Sections highlighted in blue are uses of AfL strategies.

Illustrative Example 3

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EXIT TICKET

Name: _____

Round to 1 d.p

6.269 12.942

Round to 2 d.p

7.7211 55.886

146017

On reflection, I would endeavour to make better use of resources in order to improve on my ability to evaluate how to progress learning more effectively in relation to students' needs.

I tried to address this in a future lesson by using an 'Exit-Ticket' (above). This was used as a plenary activity to assess end of topic learning. From this, I had a better understanding of individual as well as whole class progress.

Illustrative Example 4

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Teaching & Core Learning	I will give pupils freedom to learn the material themselves before in order to guide pupils through the key components of averages. I will adopt a direct teaching approach in the lesson after to reinforce this knowledge. The key components are: ➤ The lesson focus and success criteria for calculating a desired average ➤ Finding the Mean and Median ➤ Finding the Mode and Range ➤ Assessment of pupils' learning with tasks on MyMaths that will be available for me to view after the due date of homework. I will ask the following key questions as pitstops and hinge questions during this phase of the lesson to monitor and assess learning while circulating. Intenet to adopt a variety of questioning strategies (e.g. thinking time, peer discussion, cold calling, 'pose, pause, pounce, bounce'): ➤ What happens to the mode if we have no numbers more frequent than the other? ➤ Have you read and covered the online lesson yourself before going straight into the homework?	To listen to the guidance given to them and make note of specific instructions regarding logging on. Pupils to be encouraged to work individually. Pupils to respond to my key questions as individuals depending on instruction.	Pre planned PowerPoint with use of ActivInspire (interactive whiteboard) with instruction of how to log on to my maths. Pupils have access to any specific equipment for the lesson, e.g. working computers, classbooks, pens, pencils etc. H&S, ensuring bags are safely under tables, and nothing minor is likely to cause a trip hazzard. Also no food or drink in the computer labs.
	➤ What happens to the mode if we have more than one number with the same frequency? ➤ What if we have two middle numbers as the median? Provide feedback on responses to pupil questions as little as possible without giving too much information away. Provide further information/guidance if necessary. Remind pupils to go over the online lessons again and only ask as a last resort. MyMaths provides appropriate examples as a starting point and guidnace for pupils. To introduce chunked individual tasks on MyMaths to complete throughout. To monitor and circulate as they work on the exercise questions, provide feedback and targets when applicable and to identify and respond to any misconceptions and/or misunderstandings.	Pupils to use the examples modelled as a scaffold for their own work. Pupils to respond to any feedback and targets given. Pupils to ask further questions should they not understand what is required of them.	

This is a lesson plan for a MyMaths lesson in the ICT suite.

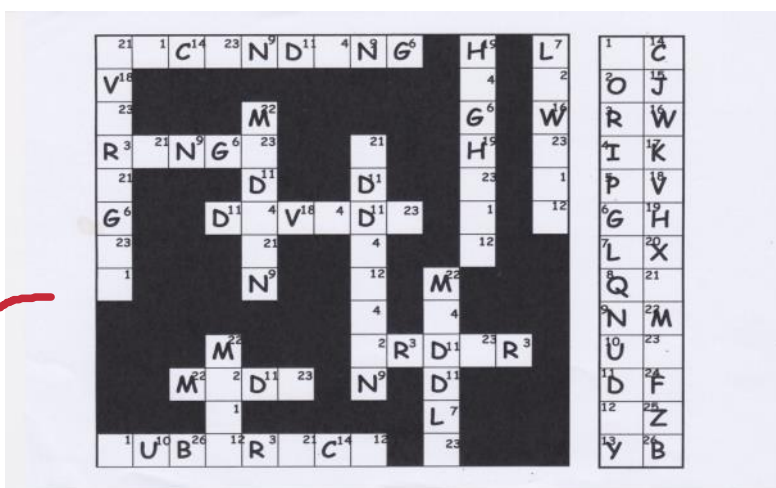
I chose this as a CCR as it was the first time the class had used MyMaths, and the objective of the lesson related to data handling (see above).

I used the website in the lesson to encourage students to work individually and independently, allowing them to discover and learn on their own and thus enhance their learning experience. This related to Donaldson's (2015) purpose of constructing ambitious, capable learners determined to gain knowledge.

Illustrative Example 5

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Rules

Each number on the crossword represents a letter.

Find out the missing letters and fill in any empty squares to reveal the mathematical words.

(CLUE: some of the words are about what we have done recently!)

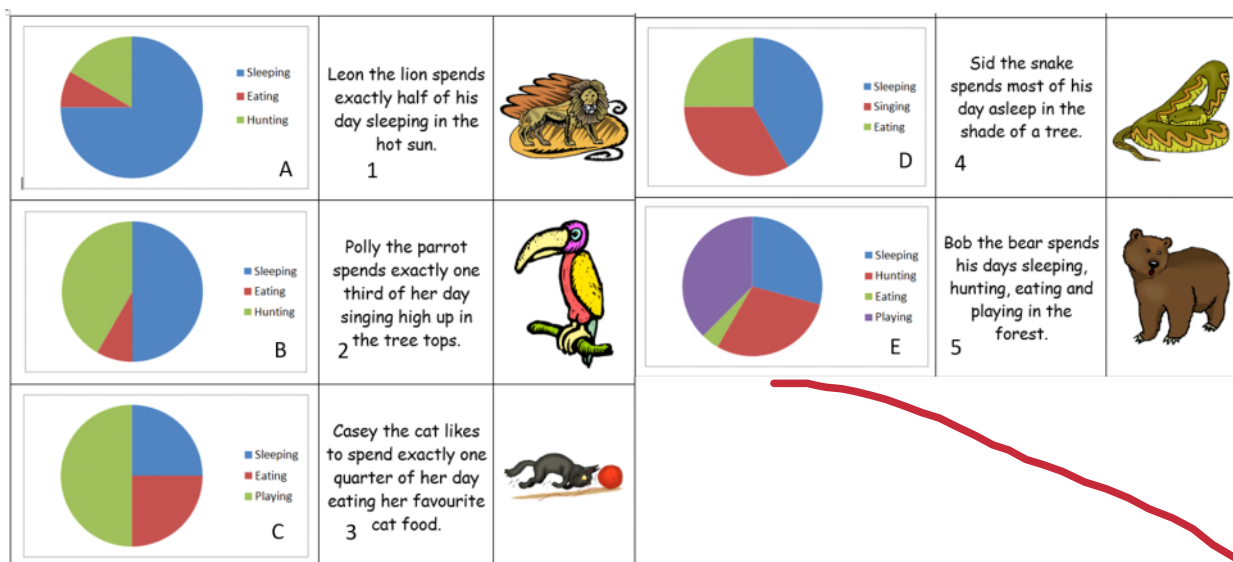
Another method I used to portray CCR was using a cross word puzzle exercise (see above).

This was given as part of an activating prior knowledge activity, in which the students had to solve a crossword using both known and new words of a mathematical origin. This relates to Donaldson's principles and the LNF. Key to development of these skills lies in a thorough understanding of their essential components, which are aided by continual adaptation of relevant teaching and learning methods (Savage, 2011).

Illustrative Example 6

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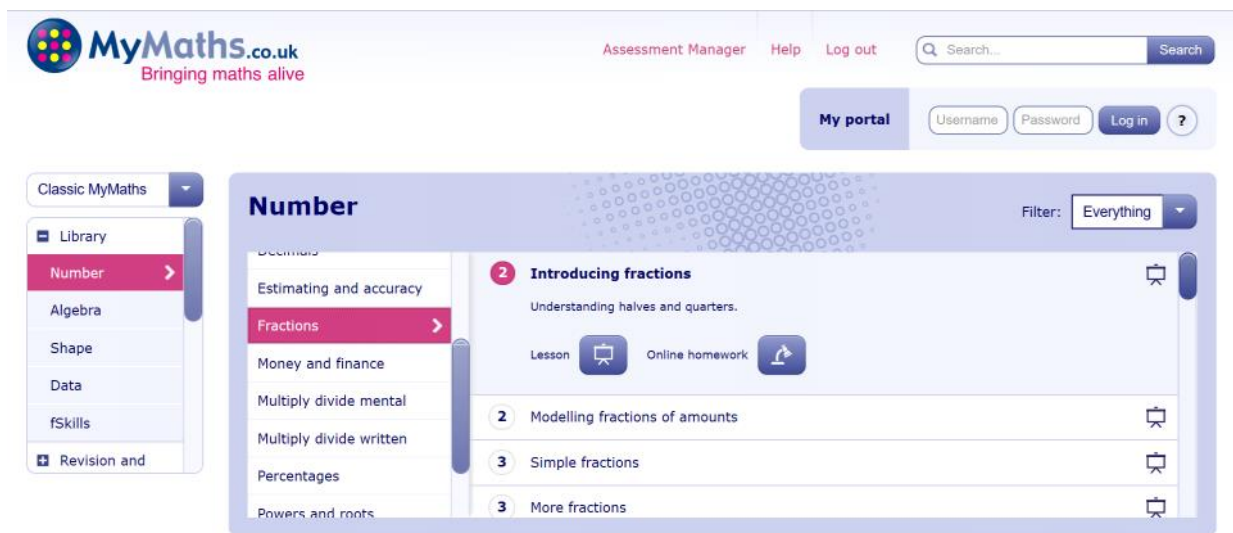
An exercise involving interpreting pie charts (see above) was delivered to my Year 7 class during a lesson on pie charts.

This was an introduction lesson on reading pie charts and the activity presented to them was a match up activity using worded descriptions.

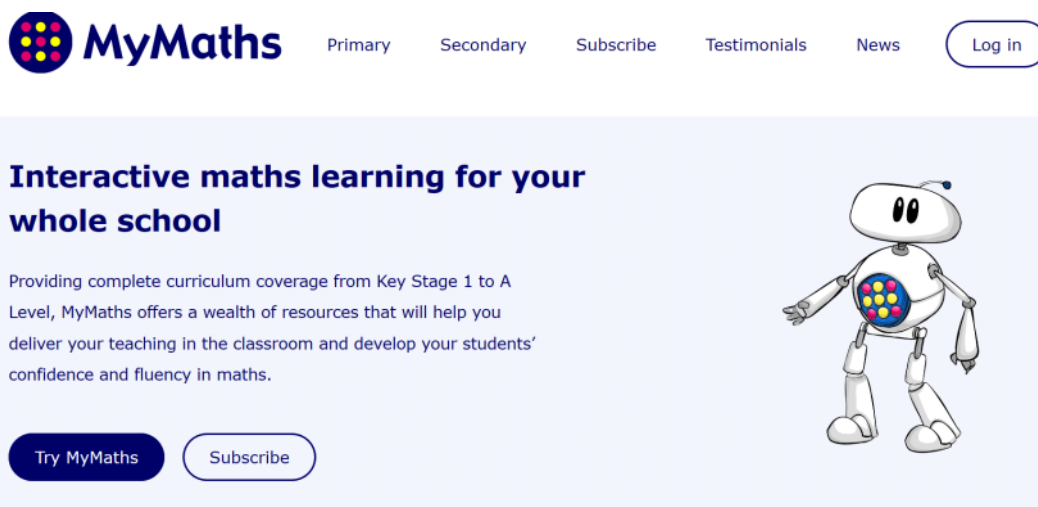
This was done with relative ease and also runs in line with Donaldson (2015), the DCF, in relation to data competence and handling, and the LNF (Hwb.gov.wales, 2019).

Illustrative Example 7

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To illustrate Donaldson's principle of resources to engage interest, I included various components, one of them being the use of a website called MyMaths (above).



This website offers complete curriculum coverage from Key Stage 2 up to GCSE and A-Level and helps to provide a seamless link between topics relevant to any curriculum stage (Mymaths.co.uk, n.d.), as well as provide invaluable visual representations that can aid interactive mathematical learning (Chambers & Timlin, 2019).

I found that this worked well as this type of activity allowed all students to access the work from the very start of the lesson. This exercise links nicely with Donaldson's principles, as it allows pupils freedom to explore, discover and try out mathematical methods on an individual level, as well as make the lesson more enjoyable (Capel, Leask & Younie, 2019, Chambers & Timlin, 2019).

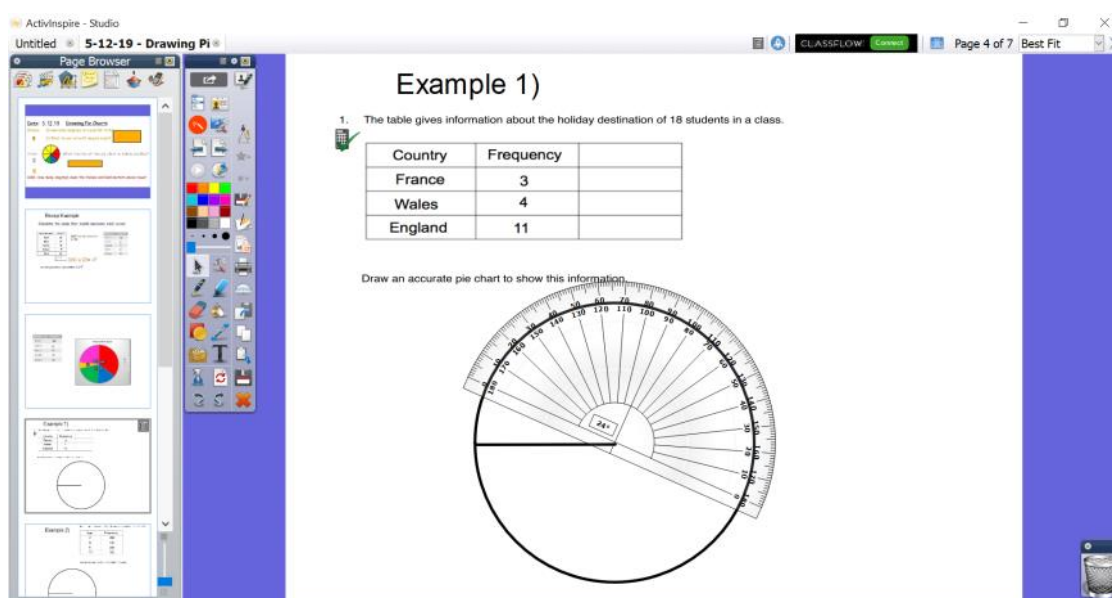
Illustrative Example 8

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ActivInspire software also became a key component of my lessons.

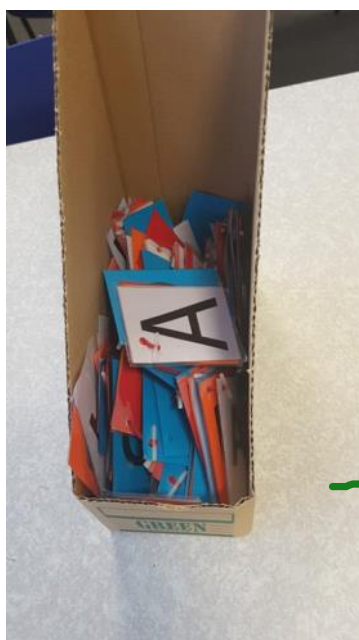
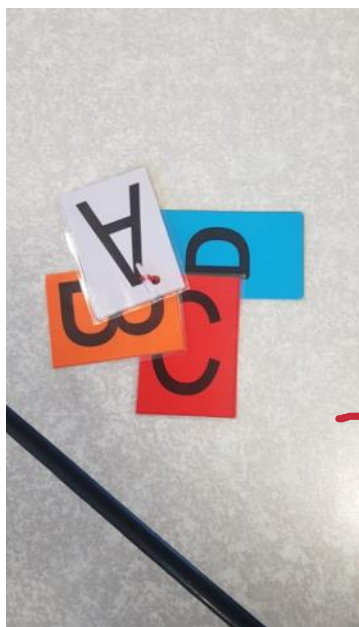


On taking a lesson on drawing angles in pie charts for example (above), I found that the students engaged better when using ActivInspire over a normal PowerPoint activity.

Upon learning how to use this software from scratch in my short time at school, I have discovered ActivInspire has many interactive mathematical tools for use, which can aid with visual examples such as drawing angles, charts and data collection.

Illustrative Example 9

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I used flash cards to engage interest in my lessons. I chose to use this strategy as a recommendation from feedback on a previous lesson (above). The students were familiar with this type of activity as it had been used with success in other classes.

Budden (2019) suggested that flash cards are a simple, versatile, yet often underexploited resource. They can be divided into different activities including memory and identification. The plethora of ways that flash cards can be used show that they are a handy resource to have and can be useful at every stage of the lesson.

This complements the idea for a lesson to include some sort of engaging activity to promote efficient learning (Donaldson, 2015). However, the effectiveness of any resource depends more on how the teacher incorporates it in the lesson and utilises it to provide relevant scaffolding to aid student learning (Chambers & Timlin, 2019).

Critical Reflection

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The Professional Teaching Experience (PTE) is a crucial unit of teacher training, knitting together different areas of education into real-world scenarios in schools and classrooms. It aids trainee teachers with putting theory into practice by creating distinct linkages between coursework and practical experience (Brown, 2008). Supervised professional work placements can have an imperative role in career preparation, as well as an opportunity for contextualised learning by exposure to relevant teaching experiences. Also, it supports professional socialisation and development of reflective practice (Schön, 1983).

The assignment focus is to collect, collate and critically reflect on examples of the utilisation of three pedagogical principles, put forward by Donaldson (2015). The examples and linked discussions will evidence progress in planning and implementing these pedagogical principles. Also, the critical reflection will help to improve the quality of my learning and teaching and provide opportunities to advance future professional practice.

Effective teaching can be construed in many forms such as teacher behaviour and knowledge, with respect to subject matter and knowing your students sufficiently. Good T.L., Wiley C.R.H. and Florez I.R. (2009) defined effective teaching as the ability to improve student achievement. However, teacher effects on student achievement are the preferred definition of high standard teaching. Over the years, researchers delving into effective teaching have strived to find the answer to how teachers can boost student achievement. For example, research has moved forward from Clark and Peterson (1986) that focussed on the teachers' personal theories, beliefs, thoughts, decisions, behaviour and how they impacted student learning. Investigative interests then shifted to focus on students and what they experienced, observed and felt, as well as an emphasis on how teachers taught various subject matter (Stodolsky, 1988). More recently, research has moved to focus upon the learning environment as a whole and its impact on learning (Blumenfeld, Marx and Harris, 2006). Good T.L., Wiley C.R.H. and Florez I.R. (2009) argued that a new focus very much rejects the past foci and therefore becomes disparate, not additive.

In Donaldson (2015) new curriculum reform for Wales (Hwb.gov.wales 2019), one of the principles outlined was employing assessment for learning principles.

Assessment for learning (AfL) is concerned with "how judgments about the quality of student responses ... can be used to shape and improve the student's competence by short-circuiting the randomness and inefficiency of trial-and-error learning" (Sadler, 1989, p120). Wiliam (2018) suggested that formative assessment and AfL can be defined in ways that mirrors Sadler's (1989), as it is the process of appraising, judging or evaluating students' work or performance in order to shape and improve their competence. Rick Stiggins, 2005 (in Wiliam 2018) argued that if formative assessment is about frequency in order to identify which students don't meet standards, then AfL is about a continuous process which informs students step by step on the progress they are making toward meeting learning standards. Therefore, if formative assessment is about providing teachers with evidence, AfL is about informing the students directly. Feedback can be used to check and adapt teaching techniques to meet learning demand, so that the teacher can judge the student's knowledge and make decisions on next steps to improve their proficiencies.

Wiliam (2018) suggested that AfL is evident many times in lessons and it is therefore an integral part of teaching practice, which must adapt to better address the learners' needs. Teachers must use their judgment in lessons to determine whether to adjust and re-instruct tasks, allow further practice, or move onto the next stage.

In order for teacher judgement to be helpful in the learning process, the assessment needs to be done in a certain way. Jones (2005) stated that it is important to identify key factors in AfL implementation for it to be productive. The implementation process can be split into four areas: setting and sharing goals such as lesson criteria or learning objectives; collecting evidence; interpreting data, which can be done in the form of teacher feedback, peer-assessment or self-assessment (Tanner and Jones, 2000); assisting the student in deciding their next steps to aid holistic learning.

Bennett (2011) was critical of the conclusions that Jones (2005) drew. He disputed that formative assessment does not yet represent a well-defined set of practices. Although research has implied that formative assessment practices can promote learning, current definitions concede that implementation varies widely dependant on context and student population. Wiliam (2018) pointed out that what really matters is what kind of process we value, not its name. This echoed Bennett's (2011) view that replacing the term 'formative assessment' with the term 'AfL' just obscures the issue.

Maximum benefit from formative assessment can be obtained with new developments that concentrate on conceptualising approaches. Bennett (2011) challenged this by stating that conceptualisations should integrate fundamental principles, to encourage students and teachers to recognise AfL structure. The conceptualisations should also allow for sufficient time and professional support needed so teachers can become avid users of formative assessment

(Wiliam, 2018).

Another principle of Donaldson (2015) was regular reinforcement of Cross-Curriculum Responsibilities (CCR) and opportunities to practice them.

A cross-curricular attitude to teaching should be symbolised by knowledge, skills and understandings from various subject areas. Pedagogy is therefore promoted as an approach to learning which explores various methods. It should also emphasise that subjects contain more than knowledge and skills (Savage, 2011). Hwb.gov.wales (2019) mention that the Welsh Government have recognised the importance of establishing that children develop a plethora of skills that are essential for modern work and life. Donaldson (2015) takes steps to help provide children with these wider skills, with a view to them becoming more resilient and better able to deal with future challenges.

Donaldson (2015) has prioritised literacy and numeracy within the new Welsh Curriculum through the Literacy, Numeracy Framework (LNF). Additionally, digital competence's increasing importance to learning and life means that it has a similar status within the curriculum to that of LNF. Savage (2011) agreed, stating that cross-curricular and individual subjects are key elements of any curriculum and that all teachers have to embed this within their teaching. Savage (2011) included skills in English, Mathematics, Information and Communication Technologies (ICT), as well as Personal Learning and Thinking Skills (PLTS) as crucial elements of learning. Donaldson (2015) and Savage (2011) agreed that these sets of competent skills will require teachers to forge imaginative ties between their subjects. This teaching and learning approach is considered more holistic as all students, teachers, wider local networks and whole school policies are responsible for cross-curricular implementation. Hence Donaldson recommended that literacy, numeracy and digital competence should be CCR for all teachers.

However the leading drawbacks proposed by teachers to this approach were: (i) A lack of time for collaboration. Teachers conveyed that they are frequently over-extended in lesson planning, marking and teaching preparation, so a restructure of planning time would be crucial (Lynch 2019); (ii) Maintaining student's attention over time and the methods needed to assess understanding. Establishing an assessment method is timely, especially when trying to ensure disciplines are met (Wiliam, 2018). It also depends on whether the mode of assessment is in written form, orally communicated or project based; (iii) The potential to start off strongly but fade over time if its not sufficiently organised and planned well (Lynch, 2019). As such, although CCR has the potential to change the way students learn and process information, the need for a sizeable shift in the way teachers plan for lessons must be taken into consideration, as well as the school timetable overall.

Ultimately, cross-curricular learning encourages students to make their own learning connections and outcomes themselves, based on the information required not just the subject. CCR paves the way for students to learn and work together, which aligns with Donaldson's second purpose to create enterprising creators equipped to play a full part in work and life. Furthermore, the challenge posed by teachers' CCR will be to keep sufficient focus on these responsibilities within teaching and learning so that their application becomes authentic and natural rather than an add-on (Donaldson, 2015).

With attention on progression, teachers need to set tasks and select resources that build on previous knowledge, experience and skills whilst engaging interest. "This allows the teacher to tailor the lesson, so that the student can bridge the gap between his or her current knowledge and understanding, and the target knowledge and understanding" (Hattie, 2012, p42). This ties perfectly to another principle of Donaldson (2015). Apart from this, it has been suggested that children approach learning in their own imaginative way, and that they attend school with varying interests, experiences and future goals, as well as dispositions such as self-motivation, perception and confidence for learning (Savage, 2011; Hattie, 2012). Such suggestions echoed those of Donaldson (2015) by concluding that a one-size-fits-all policy to learning will not be substantial with a wide range of needs. However, Lynch (2019) and Wiliam (2018) restated that a cautious approach is needed so as to not assume too much about ability in order to pinpoint these needs.

Harrison (2003) continued this by proposing the introduction of principles that concern wider teaching materials to support teaching and learning in varying contexts. These include the use of software compared to generic whiteboards, as well as video and on-line based learning and teaching. Additionally, he stressed the introduction of problem based study, such as using online laboratory skills. This is echoed by Donaldson as the new curriculum proposed introduces a Digital Competency Framework (DCF) (Hwb.gov.wales. (2019).

Donaldson (2015) agreed and affirmed progression steps that will implement a context where teachers can choose teaching and learning approaches that strengthen step by step progression, while still providing freedom to offer engaging experiences that match their students' needs.

In the rounding decimals lesson with a Year 7 class I included various AfL strategies to develop mathematical communication, with a focus on recall, questioning, quick recognition of answers. I chose these strategies as they have been used previously, so students are familiar with them. Wenk (2017) described new learning to be constructed on prior knowledge. He stated that the more that is understood about what students already think the more likely they are to learn efficiently with less misinterpretation. Explanations and questioning is at the heart of teaching practice and a good

question needs to be purposeful to promote discussion, and encourage learners to contribute (Savage, 2011; Chambers & Timlin, 2019).

I endeavoured to do this by questioning in various periods of the lesson. I found that a differentiated bronze/silver/gold starter activity (see Illustrative Example 1) worked well for this mixed ability set. It allowed all students to access the work from the start of the lesson. It was beneficial to involve everyone at the close of the starter activity by means of self-marking, directed and open questioning/discussion, after having the time to think and complete the activity themselves. This enabled response gathering for feedback to: (i) enable students to self-assess where they are in their learning, as this encourages them to become more reflective learners (Chambers & Timlin, 2019); (ii) enable me to assess prior learning and the effectiveness of differentiated resources so I can adapt my teaching to meet students' needs now and in future lessons.

I also used AfL in the plenary phase of this lesson (see Illustrative Example 2). I constructed a right/wrong quiz in PowerPoint for quick-fire answers and quick recall. Both multiple-choice and open-response questions are an important element to have in your questioning arsenal (Donaldson, 2015), and should be used in a variety of methods to enhance learning. However, on reflection I would endeavour to make better use of resources in order to improve on my ability to evaluate how to progress learning more effectively in relation to students' needs. I tried to address this in a future lesson by using an 'Exit-Ticket' (see Illustrative Example 3). This was used as a plenary activity to assess end of topic learning. From this, I had a better understanding of individual as well as whole class progress.

For future improvement I need to demand better class attention when transitioning from question to question, in order to avoid shouting out so I can provide a more inclusive activity. Improving on my strategies for effective feedback and assessment is important, such as: (i) Using 'think-pair-share'; ensuring I ask a variety of learners more open questions and not just the more vocal or able students in order to improve class discussion overall, as well as limit bouncing direct answers from one student to another; (ii) Using peer assessment as a means to support and enhance learning progression. Also I need to ensure I dig sufficiently for explanations and knowledge while giving time and prompts for learners to think first before moving on.

To illustrate Donaldson's principle of resources to engage interest, I included various components, one of them being the use of a website called MyMaths (see Illustrative Example 7). This website offers complete curriculum coverage from Key Stage 2 up to GCSE and A-Level and helps to provide a seamless link between topics relevant to any curriculum stage (Mymaths.co.uk, n.d.), as well as provide invaluable visual representations that can aid interactive mathematical learning (Chambers & Timlin, 2019). I found that this worked well as this type of activity allowed all students to access the work from the very start of the lesson. This exercise links nicely with Donaldson's principles, as it allows pupils freedom to explore, discover and try out mathematical methods on an individual level, as well as make the lesson more enjoyable (Capel, Leask & Younie, 2019, Chambers & Timlin, 2019). Also it was important that students discussed their ideas with both myself and their peers, after thinking about the task themselves first, in order to help improve on their knowledge and understanding.

ActivInspire software also became a key component of my lessons. Originally, lessons were planned on PowerPoint. However, this became difficult to maintain as interactive whiteboards were installed in every classroom. Students were also used to this method of teaching and learning from other teachers. On taking a lesson on drawing angles in pie charts for example (see Illustrative Example 8), I found that the students engaged better when using ActivInspire over a normal PowerPoint activity. ActivInspire has many interactive mathematical tools for use, which can aid with visual examples such as drawing angles, charts and data collection.

Contrary to Illustrative Examples 1 and 2, I used flash cards to engage interest in my lessons. I chose to use this strategy as a recommendation from feedback on a previous lesson (see Illustrative Example 9). The students were familiar with this type of activity as it had been used with success in other classes. Budden (2019) suggested that flash cards are a simple, versatile, yet often underexploited resource. They can be divided into different activities including memory and identification. The plethora of ways that flash cards can be used show that they are a handy resource to have and can be useful at every stage of the lesson. This complements the idea for a lesson to include some sort of engaging activity to promote efficient learning (Donaldson, 2015). However, the effectiveness of any resource depends more on how the teacher incorporates it in the lesson and utilises it to provide relevant scaffolding to aid student learning (Chambers & Timlin, 2019).

For future improvement, as well as the use of flashcards, I would endeavour to make better use of resources, such as mini whiteboards for gathering and interpreting evidence on whole class understanding, so as to improve on my ability to evaluate whether I need to move on to a new topic or if another lesson on this topic is needed. In addition I need to continue to build online resources so I can create or adapt materials that better meet students' needs.

In the mathematics ICT session described above, the exercise bears close alignment to the DCF for Wales (Hwb.gov.wales, 2019), as well as the four principles (Donaldson, 2015). I chose to use this as a CCR as it was the first time the class had used MyMaths, and the objective of the lesson related to data handling (see Illustrative Example 4). I used the website in

the lesson to encourage students to work individually and independently, allowing them to discover and learn on their own and thus enhance their learning experience. This related to Donaldson's (2015) purpose of constructing ambitious, capable learners determined to gain knowledge. Savage (2011) also stated that modern technologies infuse every aspect of modern living, as they transform the ways in which we share and communicate ideas, learn and teach. However, the use of digital technologies to enhance students' learning and transferable skills will only be more effective if they are applied and used in different contexts and learning environments (Capel, Leask & Younie, 2019).

An exercise involving interpreting pie charts (see Illustrative Example 6) was delivered to my Year 7 class during a lesson on pie charts. This was an introduction lesson on reading pie charts and the activity presented to them was a match up activity using worded descriptions. This was done with relative ease and also runs in line with Donaldson (2015), the DCF, in relation to data competence and handling, and the LNF (Hwb.gov.wales, 2019).

Another method I used to portray CCR was using a cross word puzzle exercise (see Illustrative Example 5). This was given as part of an activating prior knowledge activity, in which the students had to solve a crossword using both known and new words of a mathematical origin. This relates to Donaldson's principles and the LNF. Key to development of these skills lies in a thorough understanding of their essential components, which are aided by continual adaptation of relevant teaching and learning methods (Savage, 2011). Tanner and Jones (2000) added that learners need frequent opportunities to enthuse their understanding of number and, as with literacy, be able to reinforce and use their numeracy skills in varying contexts.

For future improvement I need to improve on using LNF and DCF as evaluation tools to enable me to better self-assess my own digital and literacy knowledge and understanding, as well as identify areas in which I need to develop further. As such, not only do I need to keep up to date with subject knowledge and pedagogic approaches, but keep a pace with existing and emerging technologies, to enable me to better support students in their learning and to ensure my teaching is more effective at adapting to students' needs.

Apart from further improvement areas detailed above, there are others I need to consider: (i) Improving on my development and use of varying resources both in and outside of the classroom, so that I can improve my teaching practice to better engage students' interest and enhance their learning opportunities and progression; (ii) Striving to improve on classroom behaviour management. Using valued guidance from mentors and staff to help development in being more confident and consistent in my approach in dealing with student behaviour; (iii) Taking some risks where possible, and not being afraid to try something new or different. Dabell (2017) stated that risk-taking is hugely important in teaching because this is how we find out what works and what doesn't. Additionally, it sends a message to students that we aren't afraid to make mistakes and learn in the process, a message that should be transcendent throughout schools as they are whole learning organisations.

Reference List

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