

Overview

Sunday, December 15, 2019 4:19 PM

Student Name: Callum Slade

Student Number: 1900176

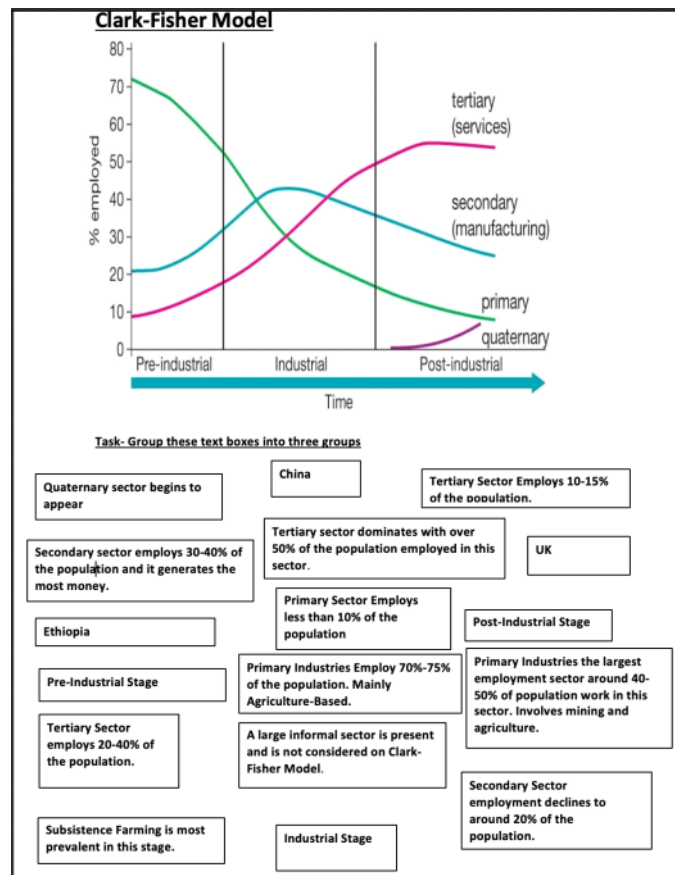
Assignment Title: A Portfolio which illustrates a critical reflection on the progress made on the planning and implementation of three pedagogical principles.

Pathway: Secondary PGCE

Link to one note: https://uowtsd-my.sharepoint.com/:o:/g/personal/1900176_student_uwtsd_ac_uk/EgW8B8tj3k1AhpafLysnJ3UBhXg7UUAmjRwwyYMOstzl4w?e=gdkINF

Assessment for Learning

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This was my first lesson with AS Level Year 12 Geography students aged 16-18. This was the first lesson on a new topic on Deindustrialisation. This was a starter activity to activate pupil's prior knowledge to assess what they had learnt in previous lessons on the Clark-Fisher Model. The Clark-Fisher Model was linked to pupils previous lessons before half-term on the changes in Employment over time in the UK. This topic linked to the model further as countries move along the model deindustrialisation is expected to occur which made it relevant to recap for the previous lessons and perfect to start a topic on deindustrialisation.

The activity was designed to be done individually on their own worksheet, whilst pupils were encouraged to work together in pairs to group the different text boxes into groups. We then went through it as a class together afterwards were pupils discussed the reasoning as to why different boxes went together and any disagreements were sorted between the class discussion, with me as the teacher facilitating the discussion. This could potentially be adapted into a class activity on the board if it was a small class size of under ten pupils.

Montserrat - Volcano Case Study

Characteristics!

South American + North American plate being subducted under the Caribbean plate. The series of events caused by the volcano's activity lasted for over 2 years (from 1995-1997) and is said to be the longest chain of volcanic events on record.

Social Impacts.

Primary

- 5000 people Homeless (Sept 1997)
- many entering
- respiratory issues.

Secondary

- Housing became very expensive.
- ↓ number of skilled workers.

Demographic Impacts.

Primary

- 19 people died after evacuation warnings. (June 1997)
- 2000 people moved on the first day

Secondary

- People given £2500 each to live in Britain → permanent relocate.
- Population in other islands ↑ - increased.

Economic Impacts.

Primary

- Destruction of "Bramble" airport (Sept 1997).
- Plymouth (capital) destroyed.
- main source of income = farming - covered in ash.

Secondary

- Airport need to be rebuilt only one on island.
- unemployment ↑ from 7% to 50%.
- Tourism brings in most of money.

Regional Impacts

5000 move permanently

Volcanic monitoring

Seismic monitoring -

Seismometers at over 14 sites around volcano alert when ground movement is abnormal and send radio signals 24 hours a day.

Environmental and gas -

Pinwater is collected at several sites around the volcano and the chemical composition tested.

This lesson was a revision lesson for a Christmas mock exam for Year 12 AS Level Geography students aged 16-18. The Pupils were tasked with creating a revision Poster for the rest of the class which they do based on a topic given to each group. The topics given were topics which would be included on their exam and topics which pupils previously struggled on exam questions. Each group consisted of 2-3 pupils and they had 30 minutes to construct a poster on a topic based on their previous knowledge and were also provided with laptops as well to do research. This was not just to help them revise but also to identify any gaps in their knowledge on the topic given to the pupils and for me as their teacher to assess where they are.

By choosing this method, it allowed pupils to work in a group and design their own poster based on a topic previously covered. It also meant that pupils were able to be assessed during the lesson based on how engaged they were with the task. If I could do it again, I would make sure there were only groups of 2 and not 3 as those groups working in 2 were more engaged with the task than those working in 3s.

<u>Time</u>	<u>Activities/Methodology/Key Concepts</u> (Teacher's Role – including key teaching points, differentiation strategies and key questions)	<u>Pupil Tasks</u> (Pupils' role –including differentiation, engagement in formative assessment and homework)	<u>Resources</u> (Including Health and Safety requirement)
Opening phase- 5/10 minutes (with links to prior learning)	Explain task and describe the phrases which link together	Pupils to match up their phrases to one another to ensure they match.	Sticky Notes
Teaching & Core Learning 10 mins 5/10 Mins 10Mins	Explain why out-of-town retailing and office-parks can lead to the decline of city centres Explain why internet shopping can lead to decline of city centres Get pupils to evaluate internet shopping	Pupils to read about out of town-retailing and office-parks in the decline of city centres and then answer exam questions. Pupils to read data about internet shopping and answer exam question based on it. Pupils to fill in table on the strengths and weaknesses of internet shopping.	PowerPoint Booklet. Videos
Plenary/Extension Task 20 Minutes	Explain example exam question and get pupils to answer it in exam conditions.	Pupils to answer exam question.	Scrap piece of paper.

This lesson was an AS Level Year 12 Geography lesson for those aged 16-18. It was the 3rd lesson of the topic of a Changing complexity of the Service Economy, this particular lesson looked at reasons as to why the city centre has declined and an example exam question was used to finish the lesson.

Through using an exam question at the end of the lesson, this employed an Assessment for Learning Approach. This was not a summative piece of work just for pupils to get feedback to understand how they can improve their exam technique. However, the data was recorded on pupil's record within the college system. It was important to do a practice exam question as pupils had a mock exam in a few weeks' time to check how well they were doing. After, pupils did the exam question, I took the questions in to mark and give feedback to them.

Cross curricular responsibilities

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Flagship
Developm...

This lesson was the second lesson of a topic of the service sector for AS Level Year 12 students aged 16-18. The lesson in particular looked at flagship developments in Bristol and Cardiff as pupils were tasked with researching one or the other in groups of 3.



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Callum Slade	Class:	AS Block D
AoLE or Subject	Geography	Date:	22/11/19
Lesson Focus:			
Meaningful links to Curriculum	WJEC Geography AS Level: Service Sector Growth in City Centre		
Meaningful links to: Cross Curricular Responsibilities	Mathematical- Interpretation of statistics Literacy- Interpretation of information. Digital Competency- Fact retrieval		
Personal Targets (Linked to QTS and identified in weekly review)			
Positive encouragement if pupils get things wrong. Focusing on positives not negatives.			
Making sure video clips are supported by worksheets.			
Continue to use pupil names to build relationships further			
Behaviour management- Pick up on phone usage in particular.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Gain knowledge as to why the service sector has grown within the UK Gain knowledge on where service sector jobs are located and why. Gain knowledge on what a flagship development is and its characteristics Be able to contrast different flagship developments

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product)	Assessment of Pupils' Learning Evidence
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of learning)	(What have the learnersto say/write/do/produce – to demonstrate learning)
1) Pupils to gain knowledge on why the service sector of the UK has grown 2) Pupils to gain an understanding on why the service sector is heavily based in central areas. 3) Pupils to gain an understanding of what a flagship development is and its characteristics 4) Pupils to be able to contrast different flagship developments	1) Discussion in the class which is teacher-led. Pupils working in pairs to identify meaning of pictures. 2) Discussion which is teacher-led. Pupils to understand processes and agglomeration. 3) Pupils to design a poster in groups based on Bristol/Cardiff Flagship Development.

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- 5 minutes (with links to prior learning)	Teacher to ensure pupils are on task and initiate discussion	Pupils to look at picture and answer the questions.	PowerPoint.
Teaching & Core Learning 5 Minutes Cabot 30 Minutes Circus Fac...	Teacher to ensure pupils are on task and make sure I am leading the discussion. Facilitate the learning of pupils by providing questions on flagship developments.	Pupils to look to link pictures as to why the service sector has grown Pupils to design poster in groups based on flagship development.	PowerPoint Poster
Plenary/Extension Task 5 Minutes	Explain question in booklet.	Pupils to answer question in booklet as to why St Davids is a flagship development.	Booklet

3

Lesson Plan – Phase 1 Evaluation of the Learning Experience (include references to QTS)

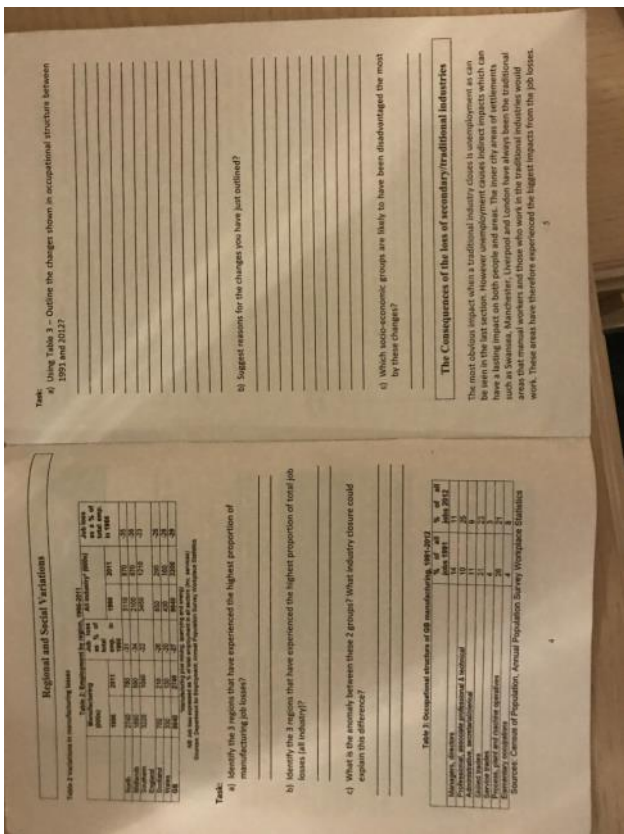
Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	Pupils actively engaged with tasks and questioning at the end of the lesson showed understanding and good data retrieval.
Next Steps for Progress	Could potentially set an exam question on the subject of flagship developments.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I chose to use pupil-led learning so that pupils could engage with the task at hand and find information for themselves rather than me deliver it. This helps their digital competency as they can locate information online. Furthermore, I put them in groups which were not reflective of friendship groups, meaning pupils had to work together with people they were not used to, therefore developing more than academic skills.
Areas for my Development Personal Targets for Progress	The main issue with this lesson is that my timings were a bit off meaning that the last part of the lesson was not achieved. Although, my timings in the plan were good, I lost track of time within the lesson itself.

Pupils achieved cross-curricular responsibilities as they were asked to create a research poster based on the flagship development assigned to them. This involved

Pupils achieved cross-curricular responsibilities as they were asked to create a research poster based on the flagship development assigned to them. This involved doing research on the laptop and determining validity of sources on the internet. Pupils were also asked to find out statistics which they then had to interpret the information of them from. Finally, pupils had to create a poster which was presentable to other pupils and other staff who could understand their language, spelling and grammar.

4



This worksheet was used for an AS Level Year 12 Geography class of those aged 16-18. This was their first lesson on Deindustrialisation topic, however these statistical questions were included to add to the lesson and prepare students for data response questions in the exam they are preparing for.

The use of these questions help pupils improve their interpretation of statistics and everyday numeracy such as percentage changes and subtraction. This helps cover numeracy as a cross-curricular responsibility as it links to pupils understanding of deindustrialisation and helps illustrate its decline whilst also improving their numeracy.

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Callum Slade	Class:	AS Block D
AoLE or Subject	Geography	Date:	11/11/19
Lesson Focus:	Case Study of Deindustrialisation: Manchester		
Meaningful links to Curriculum	WJEC Geography AS Level: Key Question 2.4: Economic Change and Social Inequalities in Deindustrialised Urban Places		
Meaningful links to: Core Curriculum	Mathematical-Interpretation of statistics and what they		

This was the third lesson on Deindustrialisation for a group of AS Level Year 12 16-18 year olds. The lesson was about how Manchester as a case study has experienced deindustrialisation. Pupils were tasked with creating their own research poster based on Manchester and were given a whole lesson to complete this

Meaningful links to Curriculum	WJEC Geography AS Level: Key Question 2.4: Economic Change and Social Inequalities in Deindustrialised Urban Places
Meaningful links to: Cross Curricular Responsibilities	Mathematical-Interpretation of statistics and what they mean. Literacy- How to create a research based poster and make it presentable for someone who does not have an understanding of the topic. Digital Competency- How to research a topic
Personal Targets (Linked to QTS and identified in weekly review)	
Improve questioning	
Improve timing of activities as well.	

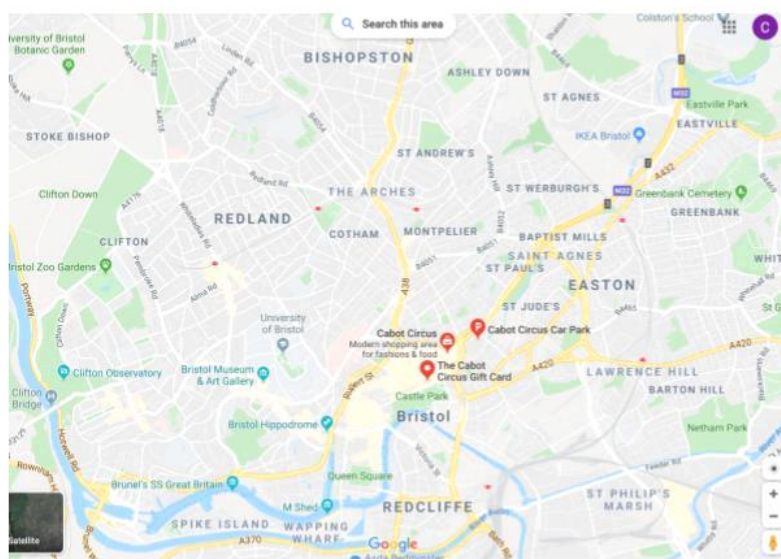
case study has experienced deindustrialisation. Pupils were tasked with creating their own research poster based on Manchester and were given a whole lesson to complete this task. This encompassed Literacy as pupils had to make the research poster presentable for people who may not understand the topic, numeracy as pupils had to interpret statistics and digital competency as pupils learnt how to research on laptops. This was their first research poster on the course so pupils needed more time and a slight explanation on how to research properly. If I were to do the lesson again, I would give more guidance as to what pupils were due to research specifically as there were slight variations on their posters.



Cabot
Circus Fac...

Cabot Circus Factsheet

A map of where it is



What was the site previously?

Part of the Broadmead shopping centre. This was a massive regeneration project to improve Bristol City Centre. The building of Cabot Circus was conducted on an old gravel car park (brownfield site) whilst they also rerouted roads and cut the M32 shorter to fit in the development.

How big is the site? - Make comparisons

139,350 M²- Over the size of 19 football pitches. 92,900 M² is for retail and leisure space.

whilst they also rerouted roads and cut the M32 shorter to fit in the development.

How big is the site? - Make comparisons

139,350 M²- Over the size of 19 football pitches. 92,900 M² is for retail and leisure space.

When did it open? And how much did it cost to build?

25th of September 2008. It cost £500 million to build. It was a cheaper build as materials from the demolished buildings were recycled to lay the foundations and 70% of workers lived within 25 miles of the site.

What impacts has it had on the economy?

£112.6 million of inward investment has been brought to the area. It has also created 3,900 full-time jobs, 85% of which are taken by local people and 50% of which are under the age of 25. £114 million in income tax as well. £3.9 million is spent by retailers on training for staff.

Is it easily accessible?

This is an example of one of the research posters created by one of the Year 12 pupils on Flagship Developments like Cabot Circus. If I would have had more time I would have got the pupils to add another section on what is the difference between a Flagship Development and Regeneration Project.

Most local bus services stop outside Cabot Circus. National bus/coach companies also start less than a 10 minute walk from the site. Local buses also connect both Bristol train stations to Cabot Circus. Just off the M32 motorway as you come into Bristol City Centre.

What facilities are on the site?

Over 130 shops and restaurants. Showcase Cinema De Lux (only 3 of them in the country at the time it opened). Minigolf and escape rooms also in the shopping centre. Its flagship store is House of Fraser which covers all 3 floors of Cabot Circus. Harvey Nichols is also based there (only 7 within the UK). 260 residential properties, hotel and student accommodation as well. 2,500 parking spaces.

What awards has it received?

MAPIC retail award for the Best Shopping Centre of the year 2008.

It was the first UK shopping centre to get a BREEAM rating of Excellent.

What makes it a flagship development?

It is such a large development- Has an annual footfall of 18.5 million. It is a large development which attracts people to Bristol as its size and range of unique shops will attract people to come to Bristol just to go to Cabot Circus. It is a mix of leisure, residential and shopping experience attracts a large amount of money to the area and this shopping centre helped a shopping area which was previously in decline to regenerate single handily.

Employing a blend of approaches including direct teaching

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1)

Key Question 2.4: Economic change and social inequalities in deindustrialised urban places

Causes of Deindustrialisation

Deindustrialisation is the loss of secondary (manufacturing) industries from an area. If this pattern is repeated over a whole country then the service industry becomes more important than industry. This has happened to the UK over various stages since the 1960s.

Late 1960s and throughout the 1970s -

1980s -

Since the early 1990s -

2000 Onwards-

This worksheet was used in my first lesson with AS Level Year 12 Geography with pupils aged 16-18. The lesson was on deindustrialisation in the UK and the causes surrounding it.

This worksheet is a timeline which pupils would fill in throughout the lesson based on the different causes of deindustrialisation in the UK over time. A blend of approaches was adopted for this including pupils working in pairs and class discussion. However, the main approach was direct teaching where pupils would copy down what I said as I was teaching and fill in the timeline. By the end of the lesson the timeline was complete. To improve the timeline I could have allowed pupils to design their own timeline based on the information given once I had gone through all the information. However, there were time constraints within the lesson.

2)



Refugees in develop...



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Callum Slade	Class:	A2 E/C Group
AoLE or Subject	Geography	Date:	05/06/12/19
Lesson Focus:	Refugees in Developed Economies		
Meaningful links to Curriculum	WJEC A2 Level Geography: Causes, consequences and management of refugee movements.		
Meaningful links to: Cross Curricular Responsibilities	Mathematical- Interpretation of statistics and answering maths based questions Literacy- Interpretation of information and answering exam style questions. Digital Competency- N/A		
Personal Targets (Linked to QTS and identified in weekly review)			
Positive encouragement if pupils get things wrong. Focusing on positives not negatives.			
Take command of the classroom at the beginning- Better to show authority at the beginning of the classroom so pupils know where they stand.			
Behaviour management- Pick up on phone usage in particular and lateness			
Circulate around the room so pupils can ask questions if needed.			
Use more analogies for pupils to relate to real life experiences			

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Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Pupils to recap on previous knowledge on refugees from Syria Pupils to gain knowledge on refugees within developed economies. Pupils to assess the success of different groups to tackle refugee flows.

1

Pupils to answer a question on how different countries can control different refugee flows.

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 learner to say/write/do/produce – to demonstrate learning)
1) Pupils to recap what they have learnt the previous lesson.	1) Pupils to do recap activity or watch videos about the crisis.
2) Pupils to gain knowledge on refugees within developed economies	2) Pupils to watch videos, make notes and read booklet.
3) Pupils to assess the success of groups tackling refugee flows.	3) Pupils to discuss which group is most successful at controlling refugee flows.
4) Pupils to answer question based on different countries power to control refugee flows.	4) Pupils to answer question in booklet.

2

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- 15 minutes (with links to prior learning)	Facilitate recap based on the previous lesson.	Pupils to describe definitions to one another. Plus catch up on work not done the previous lesson.	PowerPoint
Teaching & Core Learning 15/20 mins 10 Mins	Describe the policies in developed country, show resources and play videos. Facilitate discussion on the success of different groups in controlling refugee flows.	Pupils to make notes. Pupils to discuss which groups are best at controlling refugee flows.	PowerPoint Booklet. Videos
Plenary/Extension Task 10 Minutes	Pupils to answer question	Pupils to answer question in booklet.	Booklet

3

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	Improve my questioning by rephrasing questions.
Personal Targets for Progress	Supply worksheets to accompany videos. Use pupil names continuously to build relationships.

This was a lesson plan for the last lesson on a topic of refugees for a Year 13 aged 17-19 lesson on refugees and the way different organisations deal with different refugee flows. The way these organisations deal with these were then evaluated. The lesson was split into three sections showing a blend of approaches to teaching. Firstly, pupils engaged with a starter to

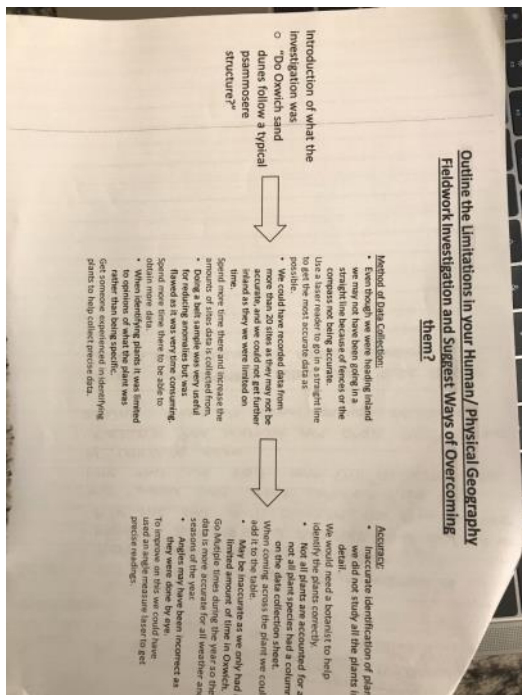
If I were to carry out the lesson again I would allow pupils to research the successes and failures of different groups to tackle refugee flows themselves. Then direct teach to say which ones were correct and wrong. However, due to time constraints it

refugee flows. The way these organisations deal with these were then evaluated. The lesson was split into three sections showing a blend of approaches to teaching. Firstly, pupils engaged with a starter to activate prior knowledge where they had to describe different definitions to one another with a little bit of facilitation from me as the teacher. Secondly, direct teaching occurred on the different organisations and the evaluation of the successes and failures of these organisations. Finally, assessment for learning was carried out with the exam question to see where pupils were with their learning and to gauge their understanding of the topic.

groups to tackle. refugee flows themselves. Then direct teach to say which ones were correct and wrong. However, due to time constraints it was essential to direct teach in a way where pupils were able to understand. This made the exam question at the end really important to understand pupil's understanding.

4

3)



This was a Year 12 AS Level Geography lesson. This was a revision lesson for pupils fieldwork ahead of their mock exam. Pupils were tasked with creating an essay plan to answer one exam question. Each pupil was given an exam question to plan which would then be made into a pack which all pupils would have all different essay plans. Here is an example of one of the essay plans done by the pupils.

During the lesson, pupils created and taught their essay plan to the other pupils. This involved a blend of approaches where pupils created their own essay plan and then direct taught their plan to the other pupils which would then reinforce the essay plan in their own minds as well. If I were to do the lesson again, I would get pupils to create their own PowerPoints to present which would make it more presentable to the other pupils and easier to make notes from.

Critical Reflection

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Professional Teaching Experience (PTE) aims to help student teachers face real professional settings and aims to improve their development through improving their subject knowledge, professional skills and their attitude (Zabalza Beraza, 1996). In this instance student teachers have been on PTE for around five weeks. This assignment will initially critically analyse and reflect using three pedagogical principles suggested by Professor Graham Donaldson in *Successful Futures* in 2015 (Donaldson, 2015). Firstly, literature surrounding the three principles will be analysed. Then the three principles will be reflected on using my own PTE and evidence gathered. The chosen principles are 'Good teaching and learning means employing assessment for learning (AFL) principles', 'Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them' and 'Good teaching and learning means employing a blend of approaches including direct teaching' (Donaldson, 2015).

Assessment for Learning

AFL has been defined as the process of seeking and interpreting evidence for use by both learners and teachers to assess where the learners are in their learning, how to improve further and how they are best able to get there (Broadfoot, et al., 2002). AFL sees the learner put at the centre of their own learning and aims to help learners become more confident in their own learning (Cambridge Assessment: International Education, 2019). It has been particularly championed by scholars such as Paul Black and Dylan William (Black & William, 1998) who also describe it as formative assessment (William, et al., 2004). However, it is considered a part of the everyday practise of students, teachers and peers (Klenowski, 2009) which includes every day practises such as teacher questioning, feedback and pupil's self and peer assessment (William, 1999). The pupil's skills gained from AFL, such as self-assessment, are deemed to be invaluable not just for school but also for life (OECD, 2008). However, further literature has also focused on the importance of target setting alongside the other practises (Chappuis, et al., 2004). Leading to the conclusion AFL is more than just assessment it is also about targets. In theory, AFL is expected to lead to pupils learning more and in turn leading to improved results in summative work such as exams (William & Black, 2018). Whilst in practise it has also been shown to improve pupil's attainment (Black & William, 1998). It is important to consider though that some of these articles are over ten years old and may not reflect what is considered AFL now.

However, more recent research has focused on Scotland which was one of the first countries to adopt AFL (Hayward, 2015). Like Wales, Scotland has been trying to catch-up to England and other developed nations in Programme for International Student Assessment (PISA) test scores and adopted AFL principles in 2001 (Hayward, 2015). Yet Scotland has struggled with tensions between school's formative assessment aspirations and external accountability demands based on summative assessment from exam boards (Hayward, 2015). This is consistent with what has been found in other research based on other education systems who have adopted AFL (OECD, 2008). This tension can lead to a polarisation within school where some pupils will be completing formative work and some pupils summative work (Hayward, 2015). Furthermore, there has been found to be a gap of when AFL was first adopted and would be heavily supported and used in practice, and practice now where it is less supported (Hayward, 2015). Summative assessment has been suggested as the reason as to why this occurs, as it dominates the thinking of schools (Hayward, 2015). However, it has been suggested that the main reason why AFL is not successful in countries such as Japan and England is that it is not fully understood and not implemented in the correct way (Shuichi, 2016). This has been found as formative assessment can be simplified into regular classroom tests which end up becoming summative and measuring a pupil's progress (Shuichi, 2016). In conclusion if AFL is to be successful it must be implemented properly.

Cross-Curriculum Responsibilities

The new Welsh Curriculum will adopt three cross-curriculum responsibilities (CCR) across all subjects and disciplines which are literacy, numeracy and digital competency (Donaldson, 2015). A cross-curricular approach to teaching has been defined as the sensitivity and synthesis of knowledge, skills and understanding from various subject areas which help to create an approach to a wider exploration of topics and subjects (Savage, 2010). This aims to help develop pupils learning further and help prepare them for the modern world (Donaldson, 2015). CCR's have been deemed a key ingredient for student success in the twenty-first century (Mitchell, et al., 2016). CCR's have been shown to help create more meaningful learning and are more motivational for students as they can

make interdisciplinary links (Billingsley, 2013). CCR's are not a new innovation, as it has previously been discussed as essential to help students know what to do with what they learn in the education and being able to apply it to the real world (Morrison, 1994). However, this article is nearly twenty-five years old and does not consider digital competency as a CCR. On the contrary, the article is based on England and Wales' curriculum at the time where CCR was seen as not very important, but Morrison, 1994 called for them to be implemented (Morrison, 1994). The new Australian curriculum of 2014 saw CCR's such as numeracy, digital competency and five others adopted and have been found to be essential to help Australia improve its education and PISA scores (Carter, et al., 2015). Similarly, Literacy in particular has been deemed essential to be implemented across all subjects in England (OFSTED, 2012). Highlighting that multiple nations recognise the importance of CCR's. This could be one possible explanation as to why England has scored higher on reading PISA test scores in 2018 in comparison to Wales (Welsh Government, 2019). Furthermore, more recent studies have shown that employers within the EU see cross-curriculum competencies as extremely important in future workers development (Safta, 2015).

On the other hand, it has been suggested that CCR's can cause issues for teachers who find it uncomfortable to teach out of their subject discipline (Avramides, et al., 2015). Moreover, the unregulated use of trying to integrate CCR's can lead to major differences in implementation between different schools, as demonstrated in Australia (Carter, et al., 2015). Although, it can be argued that all schools are different and there is not one fixed way to integrate CCRs (OFSTED, 2012). However, some have suggested that it is difficult to implement CCR's into a curriculum, especially schools with less-funding (Carter, et al., 2015). This is why it is important that the government provides guidelines to how cross-curricular responsibilities are to be implemented (Carter, et al., 2015). However, the Australian government implemented their curriculum with very little time or preparation (Carter, et al., 2015), something which is not happening in Wales as the new curriculum is happening seven years after Successful Futures (Welsh Government, 2019).

A blend of approaches including direct teaching

Successful futures calls for a blend of approaches to be used when teaching, especially direct teaching in order to avoid the polarisation of different teaching methods and styles (Donaldson, 2015). Direct teaching has been defined as the transparent teaching of success criteria and learning intentions, which are then modelled by a teacher, who then evaluates if the pupils understand by checking for understanding and then re-tells for closure (Hattie, 2009). Direct teaching creates an asymmetrical relationship with the teacher having more power unlike more constructivist teaching methods like dialogic teaching where pupils take the lead (Heaysman & Tubin, 2019). Some studies have found there to be no difference with knowledge gains between the use of constructivist-based methods and direct teaching (Cobern, et al., 2010). Direct teaching has been found to be essential in teaching as it helps add information, enrich a topic, motivate students and add meaning to discussion (Heaysman & Tubin, 2019). Without some direct teaching, students have been shown to struggle with time management and understanding assessment (Debs, et al., 2019). Although, Debs, et al., 2019 only used a sample of sixteen pupils which may mean it is not generalisable to all of those within education. On the other hand, it does provide rich, valid qualitative data as interviews were used (Alshenqeeti, 2014). However, it has been suggested that direct teaching is not used on its own and instead that a blend of approaches are used based on the appropriate context and task requirements (Heaysman & Tubin, 2019). This will be implemented in the new Welsh curriculum (Donaldson, 2015).

Nevertheless, direct teaching does have its disadvantages as it can lead to pupils being 'taught the test' and therefore not gaining skills which they could from more constructivist methods of learning (Dole, et al., 2016). It has also been found that this type of pedagogy has also led to less than forty percent of secondary students within the USA not being engaged with their learning (Fullan & Langworthy, 2013). Additionally, the percentage of teachers who are satisfied with teaching fell from sixty-five percent to thirty-eight percent between 2008-2012 (Fullan & Langworthy, 2013). Although, this research is based on the USA, the report does take note that this is a global issue facing all education systems (Fullan & Langworthy, 2013). Other disadvantages of direct teaching include the de-skilling of teachers who end up sticking to routine (Luke, 2014) which can lead to a lack of deep-learning on a topic (Fullan & Langworthy, 2013). However, the new Welsh curriculum, will avoid this by using a blend of approaches including constructivist methods (Donaldson, 2015).

Critical reflection

AFL

From the evidence provided, it is clear that in my practise that I am able to implement AFL strategies. The first piece of evidence of implementation was a recap worksheet. This helped me as the teacher and the pupils understand where they were with their learning by recapping something they had gone

over a few weeks before. This matches the definition of AFL, where pupils understand where they are with their learning (Broadfoot, et al., 2002). However, as this was my first lesson with the Year 12 class I was teaching, I was unable to suggest to them the other parts of the definition of AFL which was how to improve their work further and how they get there (Broadfoot, et al., 2002). Furthermore, the actual worksheet itself was a test of knowledge on the Clark-Fisher model, not a test of the pupil's skills and knowledge on how to improve skills which are applicable to all types of work, another part of AFL (Cambridge Assessment: International Education, 2019). However, it does help identify knowledge gaps which can help set targets for pupils to learn from (Cambridge Assessment: International Education, 2019). But, as this activity was a starter activity of my first lesson, it was hard to set targets for pupils individually which is a further part of AFL (Chappuis, et al., 2004), especially as the relationship between me and pupils had not been developed yet. The relationship between pupils and teachers has previously determined key to pupil's success in school (Hamre & Pianta, 2006). As demonstrated from further work, once I had been teaching a couple of weeks, I was able to assess pupils and their weaknesses which made it easier to set targets such as the revision poster activity. The pupils were placed in groups of three and designed a research poster based on the class weaknesses and topics within their upcoming mock exam. But it has been stated that in AFL that targets should be set for individual learners as learners have different paces (Jones, 2005). Furthermore, if individual targets are set pupils are more active participants in the learning process, more motivated to take charge of their own learning and are able to achieve their full potential (Victoria State Government, 2018). However, this source may be conflicted between summative test results and formative assessment as seen in Scotland (Hayward, 2015). This is why if I did the revision posters again, I would get pupils to do them individually or in pairs, so it is more targeted towards the pupil's individual weaknesses instead of a group of three. Finally, I was able to illustrate I can incorporate AFL into my planning with some lessons for Year 12 pupils, where exam questions would be set at the end of the lessons. This would help gauge pupil's understanding of a topic but also aim to provide formative feedback of pupil's exam technique. However, these questions required marks which would then be placed on their school record to look at their progress for their external exams. This was an example of the conflict between summative and formative pieces of work, which was also found within the education system in Scotland which has previously adopted AFL (Hayward, 2015).

Cross-Curricular Responsibilities

It is evident throughout my teaching practise so far, that I have used CCR's within my teaching to help aid pupil's learning. The first piece of evidence demonstrated I could implement CCR's into a lesson plan for a Year 12 class who were designing a research poster based on Flagship Developments. This activity incorporated all three CCR's into one activity which in theory should motivate students more as they are able to make interdisciplinary links (Billingsley, 2013). In Geography Teaching specifically CCR's can help improve student's learning of key content and can improve their conceptual understanding (Wilcox, 2006). This is also what happened in implementing CCR's as despite having a time limit, all pupils completed the planned task to a high standard which is evidenced within my portfolio. However, one thing I did find during implementation was that it was difficult to implement CCR's into topics which I felt less comfortable teaching. This follows what has previously been stated where it is difficult to implement CCR's when a teacher feels uncomfortable teaching a different subject (Avramides, et al., 2015). However, the reasoning may not have been that I felt less comfortable with the topic, it may be due to evidence which suggests inexperienced teachers are less likely to implement CCR's (Mitchell, et al., 2016). Although Mitchell, et al., 2016 was based on research done in the USA and may not be generalisable to Wales (Mitchell, et al., 2016). In conclusion there may have been multiple reasons as to why I did not always feel comfortable implementing CCR's.

The second piece of evidence showed how past exam questions can help encourage the use of CCR's in practise and planning. These questions were numeracy based where pupils had to use percentages and subtraction to figure out the answers which also linked to their topic on Deindustrialisation. Although, I was able to implement numeracy into some of my lessons as evident, it is extremely difficult to implement CCR's into all lessons (Carter, et al., 2015) which can lead to some schools not implementing it at all (Carter, et al., 2015). But this may be due to my own limited understanding of numeracy (Carter, et al., 2015). This is one method to improve my implementation of CCR's by gauging a better understanding of what they are and what they mean so I can try and incorporate at least one into every lesson I teach. Furthermore, it is important that I do not adopt tokenistic cross-curricular approach where connections are made only in name (Barnes, 2015) and instead look towards hierarchical cross-curricular learning where learning is enhanced by using another subject at least (Barnes, 2015). However, Barnes, 2015 was based on a primary education system but the principles surrounding it can be adopted for secondary use as well.

Blend of Approaches including Direct Teaching

Finally, within my lessons I adopted a blend of approaches and in particular adopted direct teaching methods as defined by Hattie 2009. However, I did not use direct teaching where students repeat back to the teacher what the teacher has previously said by the teacher (Mitchell & Martin, 1997). The first piece of evidence demonstrates how I implemented a blend of approaches into a lesson as Year 12 pupils had to fill in a timeline throughout a lesson based on the different reasons for deindustrialisation within the UK. A blend of approaches in my practise was also evident in my third piece of evidence as pupil's direct taught their own made resources to one another. This involved using both direct teaching and an asymmetrical conversation as I as the teacher would tell the students what they needed to put into their different boxes (Heaysman & Tubin, 2019). However, in order for pupils to understand the content more constructivist methods such as pupil-led discussion were used. This follows both what Successful Futures(Donaldson, 2015)and Heaysman & Tubin 2019 call for, the use of multiple methods to complement one another(Donaldson, 2015; Heaysman & Tubin 2019). Furthermore, a blend of approaches allows pupils to take the lead using dialogic teaching, but the teacher is able to switch back to authoritative direct methods if needs require (Scot, et al., 2005). Even so, this article was written in 2005 which is nearly fifteen years old and may not apply to modern day practise. Nevertheless, I have experienced that using both dialogic and authoritative measures can be beneficial even today in my own practise. If I could do the lesson again though without time constraints, I would get the students to design their own timeline instead of providing their own timeline.

A similar approach was adopted for Year 13 A2 Level students despite them working on a different and higher-level qualification. This was illustrated in my planning. The lesson was based on how different organisations deal with refugee flows and I planned to use a blend of approaches such as constructivist and direct teaching methods. In my PTE, direct teaching tends to be embedded in teaching when there are time constraints and in my own teaching I would direct teach when there were time constraints. This is also what has been found in literature where direct teaching is less time-consuming in comparison to group-work and discussions (Leong & Chick, 2011). This presents an issue to reform-orientated teaching such as the new Welsh Curriculum as if there is too much to teach, different teaching methods, other than direct teaching may not be used (Leong & Chick, 2011). This was the case in my own practise as if I had more time, I would have got the Year 13 pupils to research on their own about the different organisations instead of direct teaching them the content.

Recommendations for further development

The new professional standards, for all school practitioners in Wales, helps identify areas for further professional development (Welsh Government, 2017). Through my own teaching practise and examples, I have been able to identify key areas for future development. Firstly, with regards to AFL, I would look to identify and set targets for individual pupils instead of providing either whole class or group targets. This follows with the targets set by some regional governments who suggest individual targets improve student's learning, achievement and their capacity to learn (Victoria State Government, 2018). Secondly, regarding CCR's I need to ensure when implementing CCR's that they are not tokenistic CCR's only in name as this does not benefit the learner (Barnes, 2015). Furthermore, I need to ensure that as the teacher I know, and I am confident to teach different CCR's. Finally, I need to find a way to achieve a blend of teaching approaches at all times in both my implementation and planning of lessons.

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Sunday, December 15, 2019 4:20 PM

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