

ECAD6008

09 December 2019 10:30

Title: Prepare a portfolio (as though you were sharing with a mentor or student colleagues) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles

Name: Courtney Richards

Student Number: 1907801

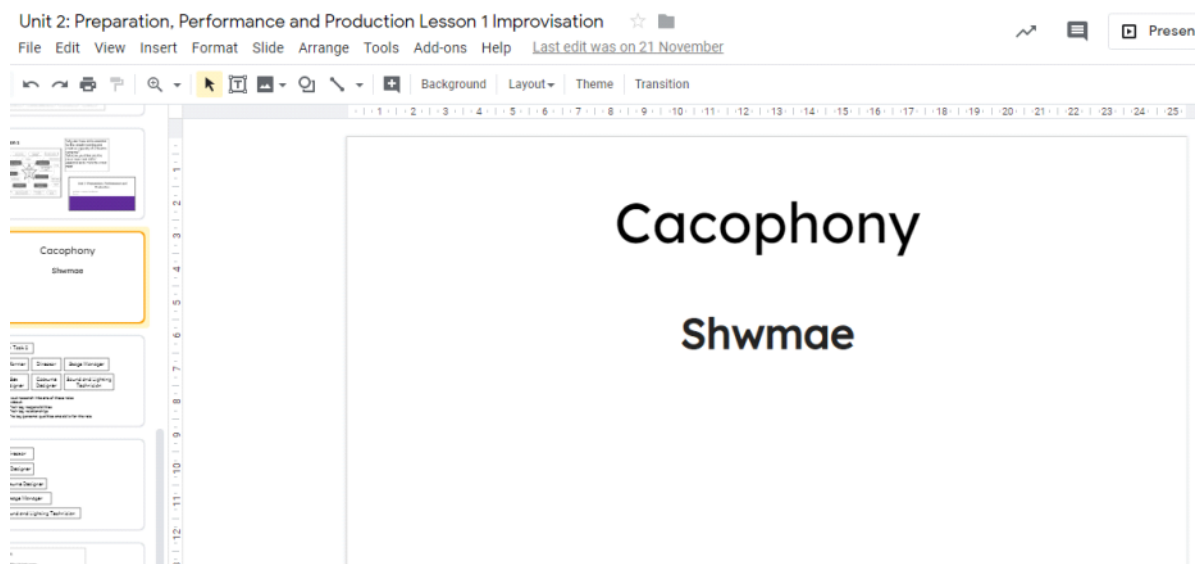
Pathway : PGCE Secondary Drama

Link to One Note: https://uowtsd-my.sharepoint.com/:o/g/personal/1907801_student_uwtsd_ac_uk/ErbAOjofMzNGqkgZGo54YZAB_raOwbHLbpe_BZ9PCax02A?e=Kx51Qr

Cross-Curriculum Responsibilities

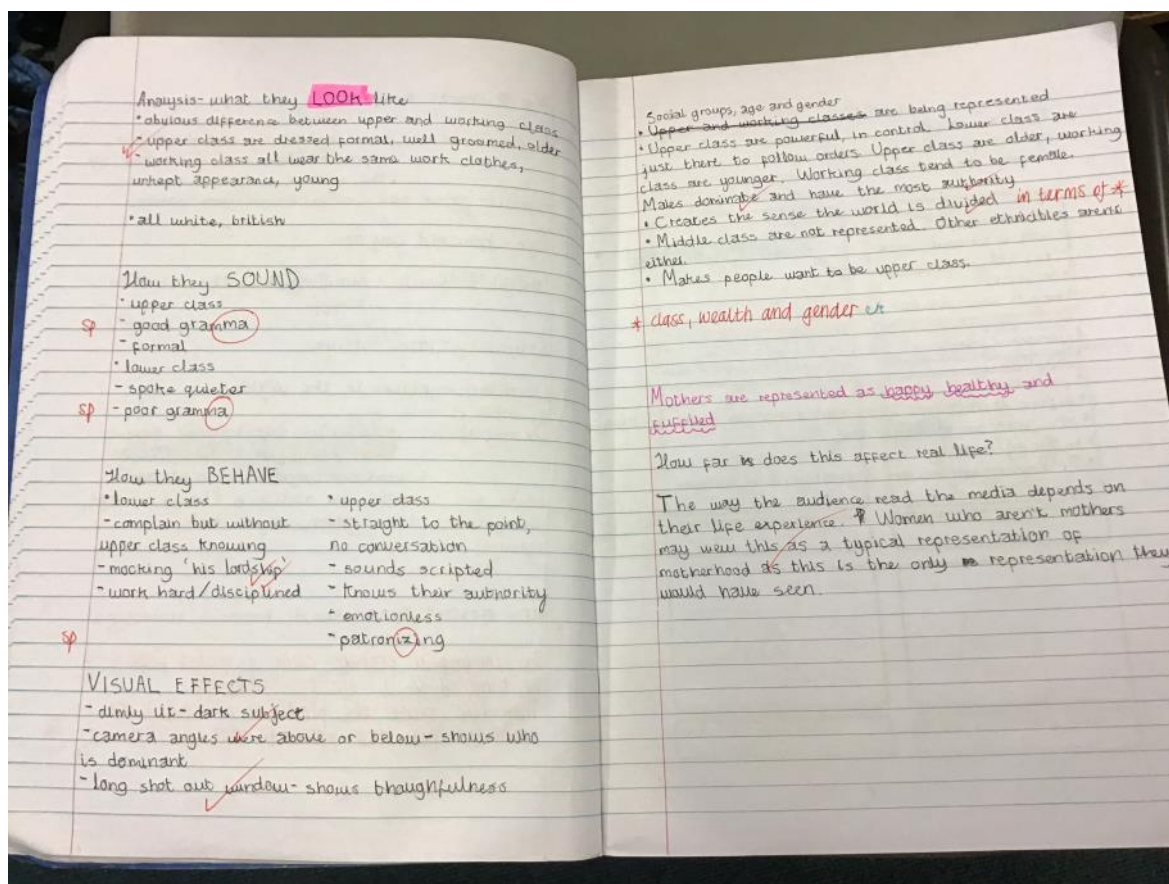
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Literacy -



Every week I am emailed by the head of English department, providing me with a literacy focus. The example shows a PowerPoint incorporating the word 'cacophony'. The aim is to use the word when delivering lessons as much as possible. This encourages the pupils to learn and understand a new word each week. If pupils are heard to be using the word in context in their lessons, they would be praised and have their name put forward into a raffle for a prize at the end of the week. Within my lessons every week I would use the word of the week. I mainly used it when doing vocal warm ups. The pupils would say or sing the word in a different pitch, tone, pace or volume. Repetition was my main strategy which was proven to work as I would put forward at least 6 pupils from my classes a week. It was brilliant to see as some pupils started to use the words without even realising or they would ask me "What is the word of the week and what does it mean?" This had a dramatic increase other the past few weeks.

Correcting spelling and grammar



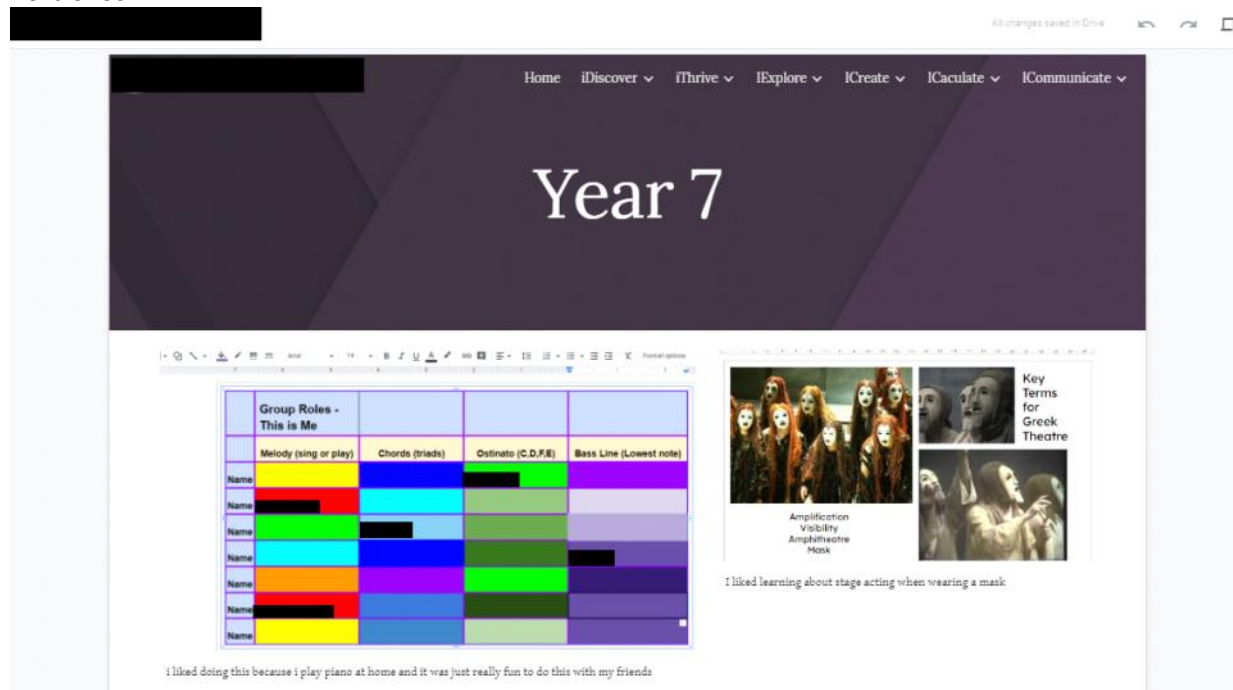
This photo shows me marking a pupil's book focusing closely on spelling and grammar. I would look at a few books and note down a few common errors made by all pupils and then use this at the start of the lesson to correct their mistakes. This repetition is again helping them learn from their mistakes. To reinforce my marking I would give the pupils 3 spellings each at the end of marking their books. These would then be later tested next lesson. Each time this has worked and the pupils spelling seems to improve but I am yet to find another solution to help with spelling and grammar which is more effective. I will continue to look at this throughout my practice.

Student-teacher	Courtney Richards	Class:	Year 13
<u>AoLE or Subject</u>	Performing Arts	Date:	19/11/19
Lesson Focus:	Pantomime Skills- Vocal and Facial Expression		
Meaningful links to Curriculum	<u>Body/Vocal/Facial expressions, Character development, concentration and creative skills</u>		
Meaningful links to: Cross Curricular Responsibilities	Literacy		
Personal Targets (Linked to QTS and <u>identified</u> in weekly review)			
My mentor and I have noticed pupils increase of improper language. This has encouraged me to recognise improper language and correct it when teaching.			

This piece of evidence shows that not only do I focus on literacy in their books but also when speaking. My mentor and I realised that pupils weren't just making mistakes in their books but also when speaking. This was something I looked closely upon. I decided to make it a personal target to recognise pupils using improper language and then correct it. This is something I feel has worked very well. I have seen an improvement in their books as well as pupils starting to correct themselves or each other.

Digital Competency-

Portfolios



In accordance with the Digital Competence Framework students are greatly encouraged to use Ipads, Chromebooks and Macs throughout their learning journeys. Each pupil is supplied with their own personal Chromebook which they use daily. Students use iPads and Chromebooks to record their work, to self and peer evaluate, to upload and share, and to communicate. This is a copy of a YR7 student's e-portfolio where they have evidenced the work that they are doing in the creative subjects. The titles shown at the top of the page are in relations to the school's approach on the new curriculum. For example, iDiscover, iThrive and so on. The iCreate folder is for expressive arts such as music, drama and art. This is the folder that is used in my department. This gives the pupils the opportunity to share their good work with other departments/ their parents/ the community.

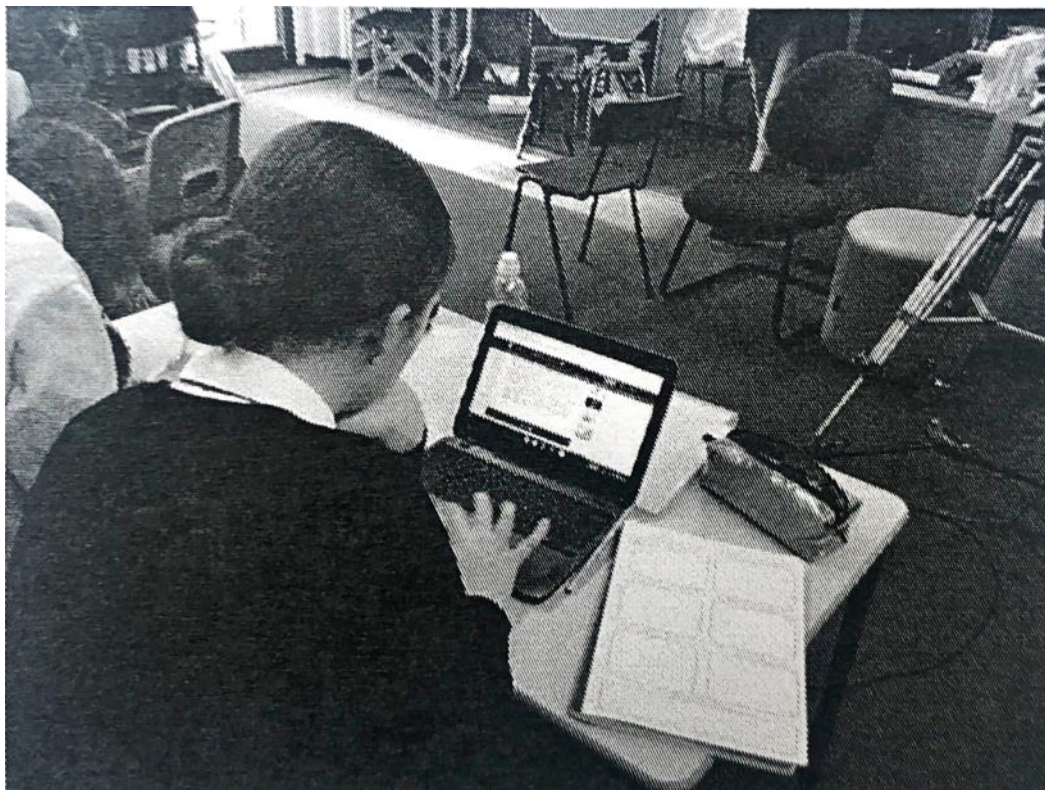
On your worksheet-

Write down everything that you know about Andrew Goodwin and his 7 steps.

You can use a Chromebook/ iPad to carry out research BUT...

You MUST put the information into your own words and say where you found it. If you don't do this, you could be accused of plagiarism.

1:53



These two pieces of evidence show the encouragement given and use of iPads and Chromebooks incorporated into learning. This also indicates independent learning which relates to 'ambitious, capable learners' (Donaldson, 2015).

Welsh-

YR 10 PA Lesson 13th November 2019- Introduction to Christmas Ideas ☆ 📄
 File Edit View Insert Format Slide Arrange Tools Add-ons Help [Last edit was on 13 November](#)

Background Layout Theme Transition

Touch your track with your finger

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

Vocal warm up

Pwdin Nadolig

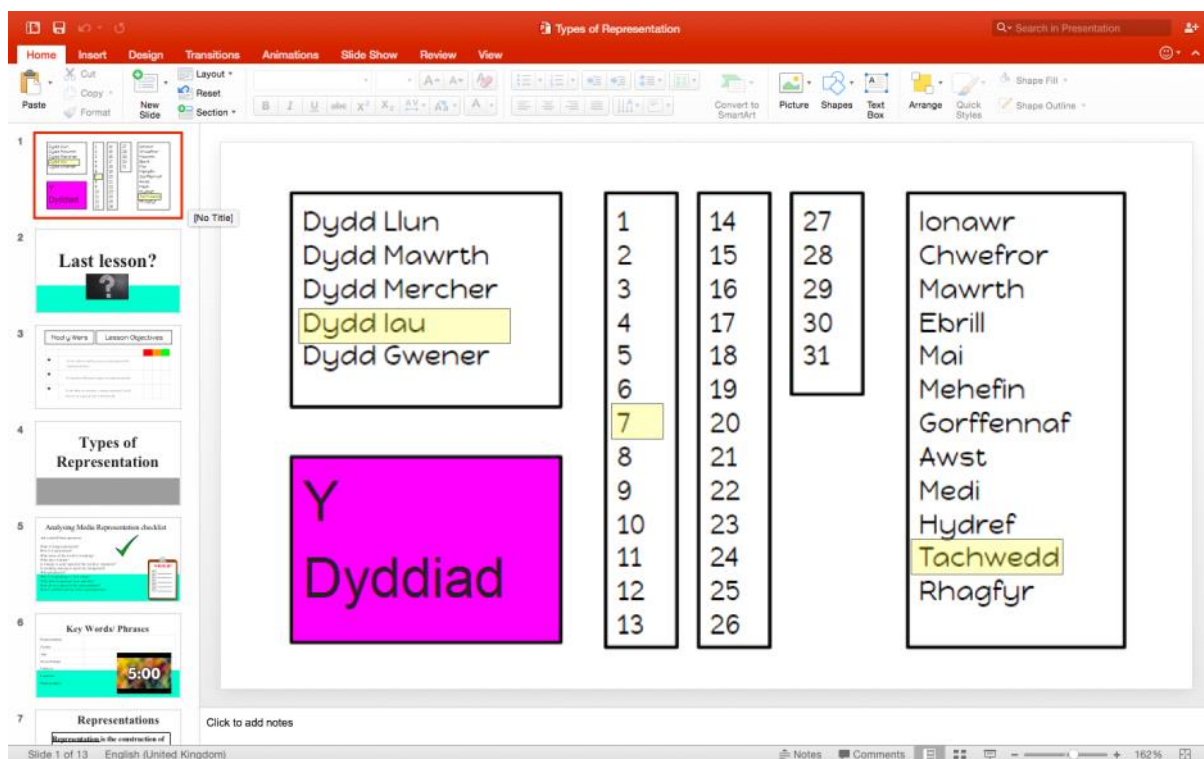
Oes rhaid i ni wyllo Frozen eto?

Llondgyfarchiadau

you have new pyjamas at Christmas.

you have ever had a terrible present but not been able to say that it is bad.

Discuss with the person next to you - what is the worst present



One PowerPoint slide is from one of my YR 10 lessons displaying the use of Welsh pronunciation as a vocal warm up. The emphasis was on correct pronunciation/ sound production but we also looked at meaning. The other slide is based upon the basics of the Welsh language such as the date. The pupils are advised to write this in their books and they are also chosen at random to read the date aloud. In my practice I believe in using Welsh as much as possible in many different ways. It is my responsibility as a student teacher to follow the new curriculum into making Welsh apart of every lesson. Donaldson (2015) has suggested that the Welsh language needs to be reinforced and should be natural in an everyday lesson. I wanted to explore more ways of getting the Welsh language involved in my lessons as well as improving on my own welsh. I started by introducing the students to basic Welsh such as 'hello', 'goodbye' or answering the register in Welsh. From then on each day more of the language was being used such as the date and using it in warm ups. I feel this way the pupils were slowly lead into the language as they started to connect with the language more over time which resulted them having a natural routine. I will continue to develop widening my vocabulary. I will continue to learn Welsh outside of lessons and hopefully aim to bring at least one new word to a lesson each time. I will look at when to use Welsh throughout the lessons. For example, greeting , praising, date, thank you and so on.

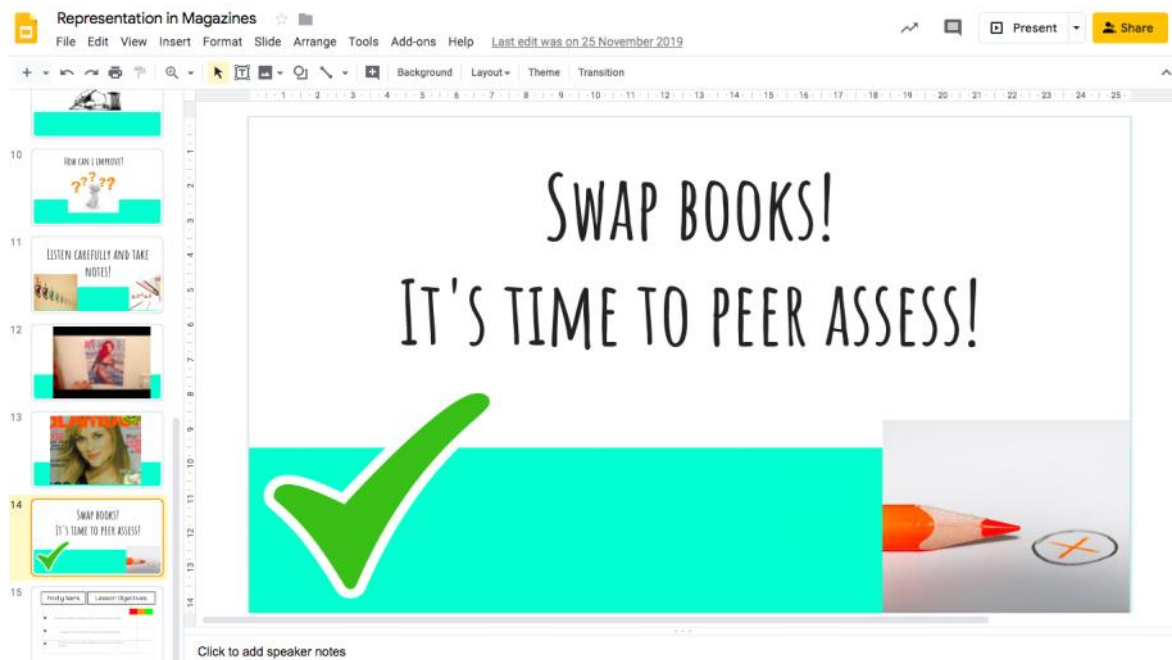
Assessment for Learning

29 December 2019 11:58

Informal Formative assessment -

Peer assessment

Student-teacher	Courtney Richards	Class:	Year 12
AoLE or Subject	Media	Date:	26/11/19
Lesson Focus:	Representation- Extended Writing		
Meaningful links to Curriculum	Critical Analysing skills, Media Terminology Vocabulary, Evaluation and Feedback .		
Meaningful links to: Cross Curricular Responsibilities	DCF,Literacy and Welsh		
Personal Targets (Linked to QTS and identified in weekly review) From my last lesson I used a guess the answer technique which isnt an effective way of learning. My target is to make sure I dont use this technique. My mentor and I also discussed peer assessment as it seemed to work really well in the lesson. My new target will be to use more peer assessment in lessons. Pupils responded to Welsh last lesson, I will continue to use Welsh.			



The one piece of evidence shows one of my lessons plans which displays my personal targets for that lesson. For this lesson my focus was on peer assessment. This was decided as when it was used previously in other lessons it proved to be effective. The other piece of evidence shows a how I present peer assessment to the pupils in a PowerPoint. Pupils would complete a piece of writing individually and then swap books. With a checklist and green pen, the pupils would then assess their peers work. By using this it gets the pupil involved and gives the pupils responsibility. I believe it also furthers their own learning when marking as they come to understand the success criteria and enables them to find faults within others work as well as their own. They are then provided with relevant feedback from their peers which they can discuss.

Peer and self-assessment

Name of person being assessed:		Assessor:	
	PEER ASSESSMENT	SELF ASSESSMENT	PROMPTS
Characterisation	good variety of characters throughout	We had a variety of characters.	☐ created and sustained a character well ☐ The character was believable because ☐ ☐ I understood the character that they created ☐ was playing ☐
Movement	Could move around a lot more	all characters could move more	☐ Exaggeration used effectively ☐ because ☐ ☐ I understood why they moved ☐ ☐ The movement was effective because ☐ ☐ The movement was in keeping with the characterisation ☐
Facial Expression	Variety of expression	I used a good variety of facial expressions.	☐ The facial expression was effective when ☐ ☐ You could clearly see the character's emotion when ☐ ☐ I understood ☐ when ☐ ☐ The audience understood what was going on when ☐
Use of voice	Volume could be louder when talking altogether	our voices were loud but could be clearer.	☐ The audience could hear what was said ☐ ☐ was clear ☐ ☐ There was good use of tone when ☐ ☐ I used a variety of tones when ☐
Storytelling	make it clearer so we know what's happening	We could make our story more obvious. ☐ theme	☐ The idea that the group were up with was ☐ ☐ The story fitted in with the Christmas theme because ☐ ☐ Everyone in the group contributed towards telling the story by ☐
To improve	Could stay in the camera a bit more	Speak more clearly and use props.	☐ I should ☐ have ☐ ☐ To improve, ☐ needs to stand ☐

The photo shown above is photo evidence of a peer assessment and self-assessment worksheet based on a Year 10 Performing Arts Exam 'Christmas Improvisation'. Pupils were all given a partner to assess, they would watch the performances and then answer the following boxes. Pupils would receive their feedback from their peer and then fill out the self-assessment boxes. They were able to compare both the peer and their own self-assessment from evaluation of how they did. Having both gave a wider variety of positive feedback as well as the feedback for improvement. If they were to just self-assess themselves they could be biased towards themselves. I made sure that closer friends weren't paired together as this could also have a bias effect. From doing this the pupils have been able to identify weaknesses and strengths which resulted in them being able to set themselves realistic targets based on the feedback sheet.

Informal Summative assessment
Coursework
Teacher assessment

Autumn Term

Lesson 3: Choral Techniques

Date	Add the date of the lesson here.
Description	This lesson we had a group A and a group B and we went up on stage and practiced to be on time and to work on tone of voice in a larger group. The techniques we used were being counted in from 3, 2, 1. We decided as a group to emphasise the more meaningful words for effect.
Evaluation	I found that identifying the meaningful words was quite hard because I didn't know what most of them meant. I found that counting in was quite easy because it meant we knew when to come in.
Next	Next time I could read through it and if I am unsure I can ask a near by friend or I could underline the key words of the sentence as a reminder to my self.

Description

What did you do in the lesson?

Who did you work with?

What skills or techniques did you use?

How did you improve your performance?

Evaluation

What went well? Why?

What could have been improved? Why?

Were some of the drama techniques easier than others?

Next

What do you need to do to further improve?

Are there any skills or techniques that you need to practice?

Private comments

Comments are inserted here

Add private comment...

Cancel Post

This is an example of how I have been assessing pupils coursework. This is a lesson log from a Year 8 Drama student. Lesson logs are a part of their learning process and are monitored throughout the term. After each lesson pupils will write a description about the lesson. They write an evaluation on their own involvement into the lesson, basing on what they did well and how, what they could do better next time and how they would accomplish this. As shown in the red box on the right hand side (comments are inserted here) is where I would enter feedback comments. This allows me to highlight parts of the writing if there are spelling or grammar corrections needed. This also allows me to leave comment if I feel something needs to be added or if they had completed a good piece of work. For example I would

say ' Really impressed with this piece of work. I can see you have thought about your next steps." Or I could say " Well done for the work so far but the 'Next' section needs to be expanded. Think about how you are going to do this next lesson. Could you also look at spelling highlighted and amend these by next lesson please ?". Once the comment is posted there will be an automatic email sent to the pupil. The pupil can then open the piece of work and amend their mistakes. This is a great way of getting pupils to recognise where they are going wrong and they can then improve their work. This gives all students the opportunity to progress and push for those better grades.

Blend of approaches including Direct Teaching

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Feedback given through model answers

<u>Evidence of my Effective Practice</u>	All lesson objectives were achieved which is evident of learning. Pupils responded well to my instructions and completed all tasks given. Pupils showed they could give and apply quality feedback to their rehearsal. The warm ups are proved to have worked as when performing the pantomime style was visable but if it wasnt the pupils themseleves were pointing it out which was good. The improvisation warm up was effective as it was used when rehearsing. The order of lines were getting jumbled and everyone was getting frustrated. I reminded the pupils that they can use their skill of improvisation to help them out as it doesnt have to be word for word. This was then applied and the rehearsal continued to be effective. I found the use of questioning in this lesson was key. The pupils always responded better when I asked multiple questions which got them thinking about how they were performing. Once again, I found modelling for the pupils was effective when helping them with confidence. It seems that if physically I can do it, they can physically do it. However, if the feedback/idea isn't physically modelled then they don't believe they can do it.
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This part of my lesson evaluation indicates the positive effect of my practice. Looking at the text between the two red lines shows the success of my target. I used this as I found when feedback was given by myself to pupils they weren't taking it on board. However, I discovered that when I physically showed them how to improve they instantly took on the feedback and progressed from it. First of all, it was a way to help pupils take feedback on board. However, I found as I used it repetitively I was able to model the difference between bad, good and excellent. In the eyes of grading it would be pass, merit and distinction. This worked effectively as the pupils could start to evaluate themselves and know how to reach those higher grades. This technique had a great effect on the whole class they seemed to think if I could do it as a teacher the they could too. I feel it hasn't just improved learning or my teaching but has also helped to build strong relationships between me and the pupils.

Questioning

Questioning HD

What are we doing when we plan our lessons about what we are going to ask?

Engagement
Stimulate extended thinking
Guage understanding

Don't ask them to guess?

INCLUSIVE QUESTIONING

Talk to the person next to you-Think, pair, share

What if nobody wants to answer? -Do they understand the question?

Reframe the question

Give them choices

Waiting Time/ Thinking Time
Don't give them the answer.
Wait.

All contribute to the best answer.

Volleyball

3 times before
it goes over
the net

pose-pause-response

— bounce
— bounce
— bounce

This picture is showing a brainstorm of notes on how to improve my questioning. This is evidence of notes I regularly look back on and include in my teaching. It is showing I am always learning and adapting to new strategies to develop my teaching practice.

Plenary	Discuss what went well and tips on how to improve. Link back to objectives. Pupils will give praise to one person that they think improved and why. Ask the pupils – did the tasks help? Why? How? What are your strengths/weaknesses as a group and individually? As a teacher how can I help you? Homework Lesson logs	Pupils have a chance to voice their feedback on the session. Evaluate each other and give themselves new targets for next lesson as a group and individually. Homework Lesson logs	
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This is an example of a plenary from one of my lessons. At the end of every lesson a variety of questions would be asked. These questions would them implement the next learning steps for the class as a whole and individually. All the questions help towards their understanding of what they need to improve on as well as praising them for their strengths. The question "As a teacher how can I help?" gives the pupils control of their own learning. I found by giving pupils control they are more interested in their own learning. All of these questions asked I believe are all beneficial but more so when they are answering questions based on themselves. I have found through this pupils like to identify weakness and set them as targets. When they focus on this target and get praised for hitting the target it gives them the encouragement to create more targets which could result in higher grades which I am yet to have evidence of.

Scaffolding



CHRISTMAS IMPROVISATION REHEARSAL CHECKLIST

TICK WHEN COMPLETED ☒

- VOCAL EXPRESSIONS
- FACIAL EXPRESSIONS
- BODY EXPRESSIONS
- CHARACTERISATION
- IMPROVISATION
- TEAMWORK
- ENERGY
- FOCUS
- CLEAR BEGINNING, MIDDLE AND END
- DEVELOPING PERFORMANCE TO AT LEAST 2 MINUTES
- IMPROVE FROM FEEDBACK GIVEN

PowerPoint | Courtney Richards (1907801) > Resources | Representation in Magazines - Saved | Simplified Ribbon | Courtney Richards (1907801)

File Home Insert Design Transitions Animations Slide Show Review View Help Open in Desktop App Tell me what you want to do Share Comments

New Slide

ANALYSING MEDIA REPRESENTATION CHECKLIST

Ask yourself these questions:

- What is being represented?
- How is it represented?
- What sense of the world is it making?
- What does it imply?
- Is it made to seem typical of the world or 'unnatural'?
- Is anything missing or put in the background?
- Who produced it?
- Who is it speaking to ? For whom?
- What does it represent to us and why?
- How do we respond to the representation?
- How is it different from other representations?



CHECKLIST

?	_____
?	_____
?	_____
?	_____
?	_____

Here are two examples of my implementation on scaffolding in my lessons. One example is from a Year 10 Performing Arts class and the other from a Year 12 Media class. These examples both show checklists which have been provided to students in lessons. I have discovered by supplying these resources pupils work confidently and independently. These

Here are two examples of my implementation on scaffolding in my lessons. One example is from a Year 10 Performing Arts class and the other from a Year 12 Media class. These examples both show checklists which have been provided to students in lessons. I have discovered by supplying these resources pupils work confidently and independently. These checklists where used explore the students need for support when learning. I feel sometimes in lessons when pupils are stuck I could get round to seeing everyone to help. I have found since using the scaffolding technique i.e. checklists the need for help and support has dropped dramatically. This has given me time to go around and feedback on pupils work without rushing around. This is only one solution but I believe there are many more ways to discover.

Critical Reflection

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I am currently in the first part of Professional Teaching experience 1. My placement where I have currently been carrying out my practice, is placed in an all-female school secondary school based in South Wales. Currently the schools teaching is at an 'adequate' level according to Estyn inspectors (Estyn, 2014: P7). However, in 2018 the school were lifted from being monitored as they had seen to make "sufficient progress" (Estyn, 2018: P1).

This assignment will be focused on my implementation on three out of the twelve pedagogical principles outlined by Donaldson (2015). Donaldson created a report for the new curriculum called Successful Futures. Within this report Donaldson produced four core purposes which are the following: '1. Ambitious, capable learners, 2. Healthy, confident individuals, 3. Ethical, informed citizens, 4. Enterprising, creative contributors (Donaldson, 2015). These indicate the four key outcomes young learners should thrive to become (Donaldson, 2015). For these purposes to succeed twelve pedagogical principles were developed to be used by teachers throughout their practice. The pedagogical principles are in place to guide teachers to reach the ultimate goal.

Therefore, I will be undertaking my own research into my implementation on three principles in my current teaching. The three principles are: 1. Good teaching and learning means employing assessment for learning principles, 2. Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them, 3. Good teaching and learning means employing a blend of approaches including direct teaching (Donaldson, 2015). I will be analysing the literature views on these three principles discussing who supports them and exploring the strengths and weaknesses. The research is based on the reflection of how my practice was effective and how I can progress further in my practice.

Good teaching and learning means employing assessment for learning principles.

Donaldson believes assessment for learning results in good teaching and learning (Donaldson, 2015). The Welsh Assembly Government (2010) gives a positive label to assessment for learning as they suggest that it improves student's involvement in their own learning. Cambridge international education agree that assessment for learning gives students the opportunity to be involved in their own learning. They claim that they should take control of their own learning (Cambridge international education). David Didau (2013) supports this as he discovered in his research pupils should be teachers. However, Mehan & Schratz (1993) argue that the teacher is always correct and students must obey. This suggests that if pupils take control of their own learning the actual teacher could lose control.

Peer assessment and self assessment is in relation with pupils taking control of their own learning. Black, Harrison, Lee, Marshall and William (2014) state that self assessment is key when learning but it is hard to get pupils to self evaluate but when they do it gives the students an opportunity to take charge. Hattie and Timperley (2007) agree with this as they assert self feedback is the best kind as it results in student being more involved and having belief in own ability to accomplish.

Relating to what literature says about students being teachers is something I implemented into my teaching. I strongly believe in using peer assessment to put students into the

teacher's shoes. From doing this they are able to control their own journey on where they are currently, where they want to be and how they are going to get there. This links to one of Donaldson's four core purposes 'Ambitious, capable learners' (Donaldson, 2015) as it indicates independence and being in charge of their own learning. I used peer assessment regularly in my teaching as I found it gave pupils the sense of responsibility. Didau(2013) also claims they are learning when teaching. This is shown through peer assessment by putting pupils into the roles and responsibilities of a teacher. Knowing they were responsible for someone else's work seemed to focus them as they wanted to help their peers. This was also a great way to help pupils understand of the success criteria as they used a simplified version to mark the other persons work. From finding faults in their peers work they were able to then identify the faults in their own work. This is an involved and active way of learning which I feel is much better than teacher marking. When I marked the student's books, mistakes I found were being corrected but this wasn't useful. It was good that mistakes were getting corrected but the problem is that the pupils would glance at the marking and not learn from their mistakes or misunderstandings. To solve this problem there were many strategies that could have been tested. However, this is when I found that peer assessment was my solution. After completing a piece of work it would be marked and the feedback was given back in class. Pupils then had the chance to take on the feedback, learn from their mistakes and fix them. I believe it is much better to correct mistakes whilst learning rather than having to revisit them again. This way pupils weren't leaving the lesson without having achieved the objectives. Looking at what Hattie and Timperley (2007) say about self-assessment has proven to work in my teaching implementation. Giving the pupils the chance to self assess gave the students a good mind set on their learning. They were able to identify their strengths and weaknesses resulting in setting themselves targets to work towards. The evidence shows a peer and self assessment worksheet supplied in the assessment for learning tab. I found Black, Harrison, Lee, Marshall and Wiliam's (2014) claim about it being hard to get pupils to self assess was true. This did take some time to get pupils out of their comfort zone but when they did it was proven to be successful.

To improve I will be exploring ways of getting pupils more comfortable with self assessment. I could look at different ways to self assess as well as looking at building confidence. I think it would also be worthy to look at using the strategy consistently so pupils get into a routine of evaluating themselves.

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

Donaldson clearly believes cross curricular responsibilities are based on numeracy, literacy and digital competency (Donaldson, 2015). Rockman (2002) states literacy encourages a life time of learning and as a learner having that ability you are seen to be a benefit in education, the industry of work and to the world. Barnes (2015) claims that cross curricular is a way of understanding of the world. This could suggest that cross curricular responsibilities are a way of preparing students for life in general. Donaldson clearly agrees with this as he suggests cross curricular responsibilities are essential to learning to create 'Ethical, informed citizens' (Donaldson, 2015) which suggests student need to be ready for the world they enter when they finish their studies. Numeracy is needed throughout education because of the skills needed in today's society(Steen,2002). Wedge (2002) supports this in stating numeracy is essential for jobs. Having basic digital competency skills ensure employability and social inclusion (Donaldson, 2015). This could suggest digital competency is important as in this modern day and age the use of technology is rising. On the other hand, Ismail (2017) claims that if our knowledge is dependant on technology, technology could replace our own thinking (Ismail,2017).

As my responsibility as a teacher I am set on using cross curriculum in my lessons. My implementation into literacy is providing a word focus each week. Displayed in my evidence is a screenshot of one of my PowerPoints. It shows a word focus for the week which is encouraged to be used by pupils in context throughout the week. If pupils are heard using the word they would then be entered into a raffle. At first I found this quite challenging as I

wasn't too sure on how I would include the word in my lessons. After looking at lessons plans to find a place for using the word, I found that using it in vocal warm ups could be successful. Using the word as a vocal warm up seemed to help them remember the word as they would be using a repeating technique. Another reason I know it was successful is because I would put forward at least 6 pupils a week from my class to enter the raffle. I found this a beneficial way of learning new words each week and widening the student vocabulary.

Another image shows my input into spelling and grammar. Although I corrected the spelling and grammar the pupils still made the same mistake. My solution to this was to find common errors all pupils were making and give them three spellings or grammar to practice to then be tested on. This is something I will continue to do in my practice as I feel the correction was reinforced and proved to work well. This was shown in pupil's books as those errors were solved. Moving further into my practice it was apparent that pupils were using improper language. In relation to evidence this was something I put as my target to correct. My outlook on this was, if they write how they speak then this was an issue. If improper language was used I would personally correct it or ask the pupil to correct themselves. I still feel this isn't improving dramatically. I would like to explore this further and find different ways of reinforcing the correct way of the English language. If they were to go into an interview for example and used slang instead of well spoken English this could be to their disadvantage.

In my current placement school, they strongly believe in digital competency. All pupils have their own Chromebooks which are to be used everyday. In my teaching I aim to include the use of technology in every lesson. In Drama lessons I would get pupils to take photos and videos of their work and upload it to their e-portfolio, this is explained the section of evidence. Pupils would also explore the internet to find historical facts about the current topic. In Media lessons pupils would be advised to research via the internet or create PowerPoints, films, videos etc. via technology. This all leads to independent learning, again relating back to 'ambitious, capable learners' (Donaldson, 2015)

In Wales numeracy is known to be very important in promoting Wales to do well. Over the years Wales has had increasing Pisa scores from a score of 472 in 2009 to 483 in 2018. With the new curriculum it is believed these scores should keep rising (<https://www.itv.com/news/wales/2019-12-03/pisa-tests-show-wales-still-lagging-behind-rest-of-uk-in-reading-maths-science/>). Unfortunately, I wasn't able to find a great focus of numeracy in my teaching. This is something I look forward to brainstorming and incorporating it into my practice. As I am studying to be a Drama teacher I found it challenging to use numeracy. As shown in the evidence you will see the basics of countdown timers. I would also use numbers in vocal warm ups as well as number games. In this case there isn't any evidence as it is practical. However, I have been in contact with the maths department to meet up and discuss some ideas on how I can be more responsibly for numeracy in my lessons. I understand it is an important requirement as a teacher. Some ideas focusing on numeracy which may be beneficial are to look at more warm up games, timings in rehearsals, looking at the importance of timing when performing and looking at calculations and measurements when making set designs for productions.

Instead of numeracy I chose to show my implementation of the Welsh language which is also required as a part of being a Wales citizen. My target was to introduce Welsh to key stage 4 and 5 pupils. As I seemed to be using Welsh constantly with key stage 3 but it was recognised that it had faded out as I taught key stage 4 and 5. I was still using incidental Welsh in key stage 4/5 but not as frequently. Throughout my practice I realised each day I was able to adapt and learn different ways of using Welsh in lessons. This also resulted in learning more of the language myself. I started to measure the the amount of Welsh I used in a year 7 class compared to a year 13 class. When Welsh was used more consistently in key stage 4 and 5 they responded well and weren't thrown off. Pupils were able to answer the register in Welsh. They were able read and write the date in Welsh. From then on each

day I was confident in adding more Welsh to my teaching. My evidence shows how I discovered a different approach to including Welsh in my lessons. I started to use the language as a vocal warm up focusing on the pronunciation as well as the meaning. This proved to be effective as I now ask one pupil each lesson to input a word from the Welsh vocabulary to use to warm up. To further and improve my teaching and the pupils learning I will continue to develop more ways of including the Welsh language. Something I would consider to do is getting the pupils to devise and perform a short scene in the Welsh language.

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

Direct teaching is acknowledged as the teacher providing clear learning objectives, success criteria made explicit, visual learning and enforcing feedback and improvement (Hattie, 2009). Donaldson agrees with this as he claims teachers should be 'scaffolding learning' (Donaldson, 2015: P65). This could support the idea of the teacher scaffolding education. Directed teaching is known to be a clear strong instruction (Donaldson, 2015). Supporting this the instruction should generate pupils to have deeper thought into what they are learning rather than just copying what they are told to do (Nystrand, Gamoran, Kachur, & Prendergast, 1997, p. 72). Rosenshine (2008) claims apart of direct teaching is using a good amount of questions which requires the response of all students that examines understanding.

There are three types of learning styles which are visual, auditory and kinaesthetic but these are claimed to be invalid (Lethaby, 2017). I strongly argue against this as in my practice I have found all three to be very useful when adapting to pupils needs, especially visual learning. My implementation into direct teaching was based on visual learning. My main idea for this was modelling feedback which relates to Hattie's (2009) visual learning. I used physically modelling feedback to show pupils how to improve showing the difference between bad, good and excellent. This gives pupils a sense of direction and clear knowledge of success criteria. As proven in my evidence of evaluation this has shown to work effectively. I have discovered when the learning is visible the pupils can see exactly what to do and how to do it. Since using modelling feedback pupils are progressing towards the higher grades. This is perfect for Drama as it is practical, I will be using this consistently throughout my teaching practice and I would recommend it to others.

Through researching strategies, I was able to explore the best ways forward for improvement. One of strategy I worked on closely was questioning. As shown in my evidence I had brainstormed a few ideas to test. Relating back to direct teaching I wanted my questioning to create a better learning outcome. Firstly, I discovered in my teaching questions are essential but only if they trigger pupils to improve. Didau (2012) suggests some pupils get involved with answering questions as they know they will benefit from it and learn more whereas others won't. Relating to what Rosenshine (2008) says about questioning I band hands up in my lessons as I found there wasn't engagement and involvement from all pupils in my class. In my research I chose to use 'Cold calling' and 'No opt out' which was discovered by Doug Lemov (2010). The 'Cold Calling' technique completely cancels out hands up. As I have mixed ability classes this provides me with being able to pick and challenge more able and talented pupils as well as additional learning needs pupils. This strategy gets all student involved. Doing this also keeps the student on edge as I could call upon them anytime to answer a question, resulting in them being more vigilant when learning. The 'No opt out' technique is used as I found pupils would easily get away with not answering when asking them a question. They knew all they had to say was "I don't know". This would be that the teacher doesn't give up. In my practice I have used this multiple times to draw out the answer from pupils. I would either break it down, reword the question or revisit things learnt to refresh their memory. If they still don't supply the answer I use a different pupil to explain it to them. They will then be asked the same question later on

to make sure the understanding is there. Since using these techniques every pupil in the class is involved and learning. I have found if a pupil doesn't understand they will ask instead of getting lost behind as they know they can be called upon they want to supply the correct answer. This is something I will always use but I am looking to explore more of my questioning brainstorm alongside of this two techniques.

Another example shown in my evidence is where I used questioning in my plenaries at the end of all lessons. As explained in my annotation, I found from asking a wide range of questions I was able to help pupils gain understanding of their own strengths and weaknesses. In the pupils identifying these they were able to set themselves targets. Although they were target setting some pupils would set unrealistic targets for the next lesson. I am yet to find a solution for this but I am focused on exploring target setting in more depth. These questions didn't only help the pupils but also enabled me to see what I needed to do to help them succeed.

When researching about direct teaching I came across the idea of scaffolding.

I found all students in my lessons constantly needed support. As a teacher I felt I wasn't giving as much support as I could for pupils to independently overcome the challenges they faced in lesson. I believed the students were more than able to do the work without constant help but it seems they needed me to be their safety net. This could suggest they were lacking in confidence as I knew all student were capable to complete the work without my input. This was a clear problem so I looked into solving by using scaffolding i.e. checklists. As shown in my evidence I used checklists to help support pupils when learning. This gave them the extra support to double check their own work. It helped if they were stuck as it would prompt them to move on to the next thing which needed to be ticked off the list. This is in connection with one of Donaldson's four purposes 'Healthy, confident individuals' (Donaldson, 2015).

To conclude my research, I will continue to look at all point on improvements and suggestions made throughout this analysis. I have a strong mind set to how I will improve my teaching on the three principles so far. Although I only explored three out of the twelve pedagogical principles, I believe it has impacted my teaching practice greatly. This result has proven to be a powerful asset and has encouraged me to researching into the other nine pedagogical principles to improve further. Although the effectiveness of my implementation succeeded in a single sex female school it could be questionable if this would have the same effect in and all male or mixed school.

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