

ECAD6008 - What, how and why am I teaching

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Good teaching and learning means employing assessment for learning principles



The focus of this lesson was to develop a radio advertisement that was 'catchy' by developing and creating an effective tag line, use of a 'jingle', and selling the product to the present audience.

This picture at the Big Business Bonanza shows the pupils presenting their radio advertisement to the audience that are using summative assessment to see what skills were utilized whilst creating their advertisement

BBB Radio Challenge Success Criteria/ Meini Prawd Llywyddiant

Group Name Dr Pepper School [REDACTED]

Clear target market <i>Marchnad darged glir</i>	☒ 5 /5
Clear product description and specification <i>Disgrifiad a manyleb cynnyrch clir</i>	☒ 5 /5
Confident delivery (clear, energetic and all team members participate) <i>Cyflwyno'n hyderus (clir, egniol ac mae holl aelodau'r tîm yn cymryd rhan)</i>	☒ 4+ /5
Use of jingle <i>Defnyddio jingle</i>	☒ 0 /5
Effective tag line and catchphrase (Unique and memorable) <i>Llinell tagiau effeithiol a catchphrase (Unigryw a chofiadwy)</i> <i>Get Dr Pepper and give out</i>	☒ 5 /5
Total/Cyfanswm	☒ 15 /25

The use of a rubric was designed to help assess the progress made by the pupils. The pupils were all provided one rubric to each group to help provide them with a scaffold of the criteria that we, as the judges, were looking for and what to include in their presentations.

These rubrics were designed to provide clear expectations to the pupils and were an addition to the direct teaching and radio advertisement examples that were provided to help the pupils understand their task at hand and how to effectively execute their presentation.

BBB Radio Challenge Success Criteria/ Meini Prawf Llywyddiant

Group Name: **RBOK** School:

Clear target market <i>Marchnad darged glir</i> <i>Person Sylh</i>	4 /5
Clear product description and specification <i>Disgrifiad a manyleb cynnyrch glir</i>	5 /5
Confident delivery (clear, energetic and all team members participate) <i>Cyflwyno'n hyderus (clir, egniol ac mae holl aelodau'r tîm yn cymryd rhan)</i>	3 /5
Use of jingle <i>Defnyddio jingle</i> <i>Good Small for a good time</i>	5 /5
Effective tag line and catchphrase (Unique and memorable) <i>Llinell tagiau effeithiol a catchphrase (Unigryw a chofiadwy)</i> <i>Good at being silly</i>	5 /5
Total/Cyfanswm	22 /25

The rubric was provided as a guide to the pupils to keep in mind, at all times, what they were being assessed upon. Scaffolding was also provided with examples of previous radio advertisements, asking the pupils if they recognized the advertisement, and why they could recall it.

Although a rubric was provided with clear expectations, a small minority of pupils still did not quite understand what they were participating in. What did help in this regard is that although questions were asked before the task began if all pupils understood what they were to accomplish, going around and asking the students what they needed to do was a great helping factor for them to understand and complete the task at hand.

Shampoo - limited edition
 - Sustainable Product
 - Environmentally friendly
 - Cruelty Free

- Product description
 - Smells good - has a tropical flower and coconut
 - reasonable price
 - makes your hair feel like it was before
 - Jingle -
 Herbal essence

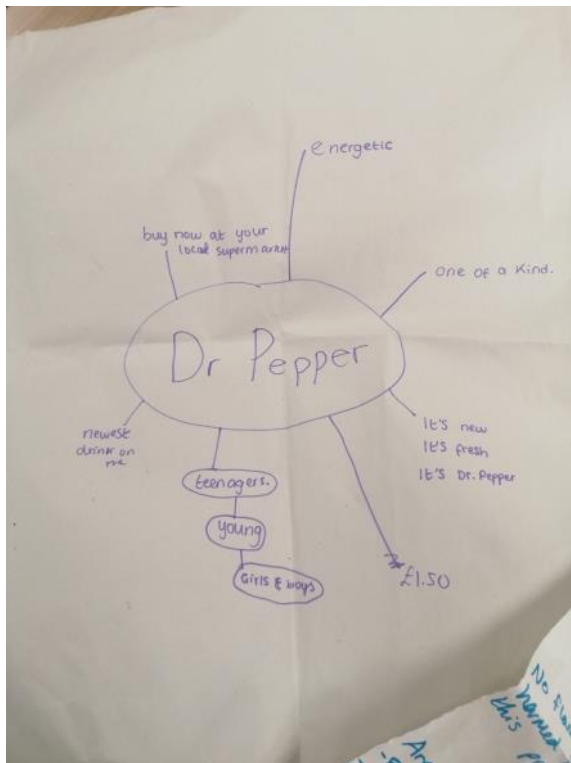
Catchphrase -
 For as fabulous as a flamingo.

*All Flamingos were actually
 harmed in the making of
 this product.*

Are you tired of the same old regular shampoo? - Finn
 - Boring and dull - then

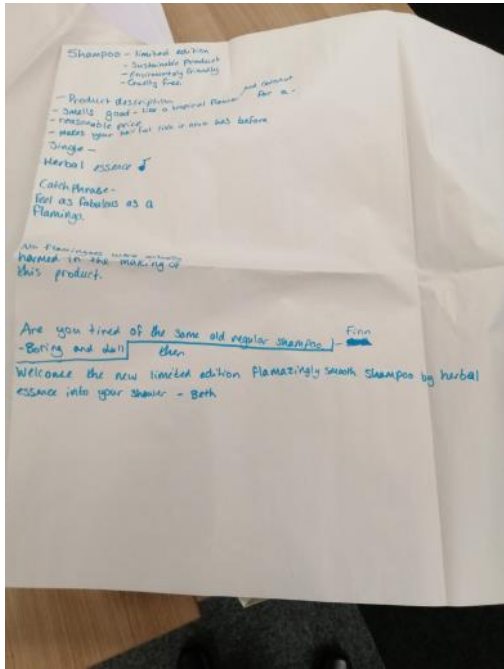
Welcome the new limited edition Flamingo Smooth Shampoo by herbal
 essence into your shower - Beth

Although the majority of pupils understood the task and began to immediately share ideas on how to present their radio advertisement, they were not utilizing all of their resources. As the teachers, we were walking around to each group to ensure they not only understood the task at hand, but to ensure they were writing down their ideas to help them better perform in their presentation.



The use of the paper allowed for two factors to be accomplished: for one it allowed the pupils to recap and recall forgotten cues when presenting, and secondly, it allowed the teachers to assess where the pupils were in terms of the allotted time remaining, and if they understood what the assigned task was

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



Display of literacy used and AFL for Big Business Bonanza

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Brent Jones	Class:	Welsh Bacc
AoLE or Subject	Welsh Bacc	Date:	05/12/2019
Lesson Focus:	Marketing Mix - Promotion and People		
Meaningful links to Curriculum	Understanding marketing methods and developing an understanding to identify advantages of promotion and to identify a target market.		
Meaningful links to: Cross Curricular Responsibilities	Literacy, oracy		
Personal Targets (Linked to QTS and identified in weekly review)			
Developing ambitious and capable learners.			
Pupils will be required to explain theories, interpret data to identify people as part of the marketing mix, and develop demographic skills to help isolate and better identify the target market. Pupils will gain problem solving skills and share theories and ideas about innovative and creative ideas.			
Enterprising creative contributors: pupils will think creatively to identify advantages of selling to a specific target market, share ideas, collaborate with peers to justify ideas about new and innovative products and whether or not the products are new ideas that will help make sales. This will help link marketing methods and identify new marketing methods such as guerilla tactics and direct marketing.			

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

The pupils will learn to:

Definition and understanding of Target Market

Identify advantages and disadvantages of innovative ideas
 Understand definition of demographics
 Understand marketing mix segments of promotion and people

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Recap of business key words through use of anagrams Have students complete handouts and share answers to identify innovative ideas, target market, and advertising methods. Complete kahoot session to grip new definitions and target market	Starter activity – anagrams to identify key business words Written tasks where students identify different target markets, identify innovative ideas, identify advertising methods and understand guerilla tactics Kahoot – answer questions

This is a lesson plan showing how cross curriculum was implemented into the Welsh Bacc lesson, utilizing literacy and oracy

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Starter - Show slideshow of anagrams for business definitions to solidify key business terms. Introduce target market, share video for students to describe and identify target market of "fortnite" video game Have students complete innovative ideas sheet 15 minutes	Complete anagram starter activity to solidify knowledge of key terms. Identify target market through watching video and share discussion with class. Complete written activity of innovative ideas	Computers PowerPoint Publisher Starter Task on USP
Teaching & Core Learning	Explain using direct teaching the marketing methods used from the marketing mix regarding price and place. 10 minutes Students are to complete a worksheet that allow them to identify the benefits and disadvantages of innovative ideas, identify marketing methods such as demographics, complete work sheets for advertising methods and benefits and disadvantages of each 15 minutes Pupils to complete the second part of the worksheet that allows them to connect the correct description of the factors of pricing 10 minutes	Pupils to be provided time to ask questions about direct teaching topic Pupils to complete the first part of the worksheet. This will allow me to ensure they have grasped the concept by viewing their work and allowing ample time to answer any questions. Pupils to complete the second part of the worksheet that indicates understanding of the factors of pricing for a business.	Computers Publisher Powerpoint Worksheet
Plenary	Kahoot to be provided to the pupils to ensure understanding of promotion, people, and target market. This allows for friendly competition amongst one another and further solidifies the subject knowledge and to allow any time to go over a topic that was not understood 5 minutes	Answer questions in kahoot to ensure understanding of topic	Computers Kahoot



This image is from a PowerPoint used by the business class in order to complete their presentation. This cross curricular activity included digital competence and literacy

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Brent Jones	Class:	Busine ss
AoLE or Subject	Business	Date:	03/12/ 2019
Lesson Focus:	Identifying success in business development		
Meaningful links to Curriculum	Create a presentation that describes two successful ventures		
Meaningful links to: Cross Curricular Responsibilities	Literacy, Digital Competency		
Personal Targets (Linked to QTS and identified in weekly review)			
Developing ambitious and capable learners. Pupils will be required to use strategies such as speed reading and close reading to interpret data gathered online. Pupils will select key information to deepen their understanding of business development and success. Pupils will make connections between online texts and identify factual content, they will be responsible for understanding the meaning of the content and choose the best way to present their ideas. Enterprising creative contributors: pupils will think creatively to present their ideas. They will be responsible for organising their information and presenting in a creative and organised manner. DCF Pupils will be responsible for planning and searching for their sources and creating a presentation using software tools provided to produce a slideshow and enhance the knowledge of business development and success to their fellow peers.			

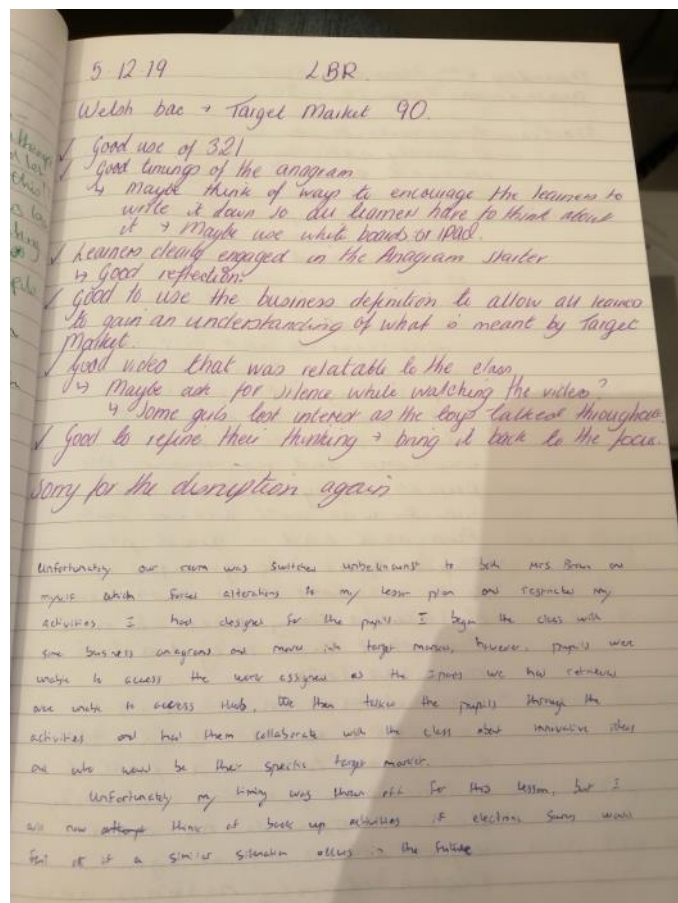
Lesson plan for the business class for their presentations which further explain how the cross curricular of literacy and digital competence was used.

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
Identify successful businesses
Interpret factual data
Present data through software such as Powerpoint to share findings with class about successful business development

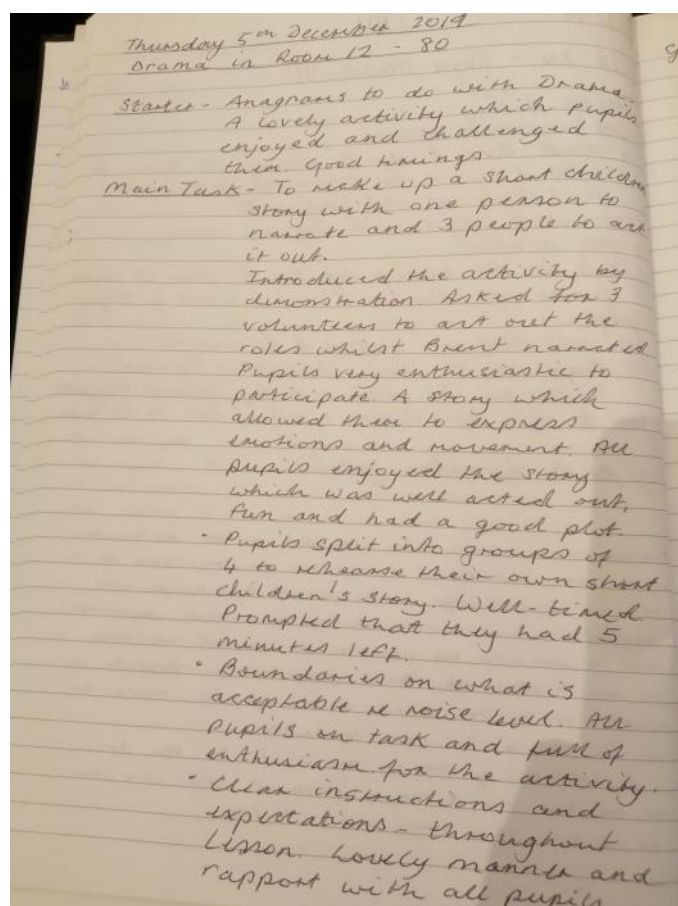
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Direct teaching to reinforce task parameters and expectations Students able to ask questions about related task Walk around the classroom, helping any pupils that require aid in completion of the project.	Starter activity – Anagram of business key words to recall key terms. Pupils to work in pairs to complete their assigned task Pupils to utilize class time to complete their presentation and be prepared to deliver in the following class.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Starter activity – pupils to solve the anagrams provided which hold business terms. (5 minutes)	Pupils can recall key business terms that will be shared in the form of an anagram game. Key words can be used for their presentations	Computers PowerPoint
Teaching & Core Learning	Explain using direct teaching the expectations for the pupils and how to complete their slideshow (10 minutes)	Pupils to be provided time to ask questions about direct teaching topic. Pupils are to work in their groups to complete their task and to prepare their presentation slides.	Computers Publisher Powerpoint

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



Direct teaching was used to introduce the topic of the material. Pupils were asked what they believed were the definitions and were then shown through examples (such as images and video) of what the definitions were.



Direct teaching was used to 'scaffold' the learning material for the pupils, once the pupils had a firm grasp of the activity to accomplish, they were placed into groups and began to work on their task. Pupils were allowed to ask questions for further clarity if needed.

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Brent Jones	Class:	Expressive Arts
AoLE or Subject	Expressive Arts - Drama	Date:	02/12/2019
Lesson Focus:	Developing and Presenting Information		
Meaningful links to Curriculum	Utilizing reading skills to understand the information presented. Develop speaking and listening skills to collaborate and discuss ideas on the topic presented to develop a small presentation on the WaterStory called Gaya-dari the Platypus.		
Meaningful links to: Cross Curricular Responsibilities	Literacy, Oracy Use pupils knowledge of words to find key ideas and information, comprehend the text and select main points, and develop an analysis by summarising the text to share with the group to compare views. Students will develop speaking, listening and discussion skills by presenting their finding with one another, create convincing arguments, respond to ideas, and reach a consensus for developing a presentation.		
Personal Targets (Linked to QTS and identified in weekly review) Developing ambitious and capable learners. Pupils will be provided a challenge where they are required to utilize their skills to connect their experience and knowledge, question their analysis, and communicate effectively to develop a small presentation. Enterprising creative contributors: pupils will think creatively to summarize a story, identify the plot, lead and work together as a team to complete their task.			

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

The pupils will learn to:

Read and understand the short story provided (Daya-dari the Platypus) work collaboratively as a team to discuss the theme and plot of the story develop a short presentation of the story in their assigned group

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Create short game "Shark" for starter activity to gain knowledge and definitions of the words used.	Starter activity – "Shark" (Hangman game) where class will be divided in half, (one shark and one human) and set to compete with one another. Each side of the class will be provided a word, the side that arrives to their word first escapes from the shark, or gets consumed by it.

Set expectations of lesson via powerpoint, leave up during duration of the class. Provide short story for pupils to read. Pupils to complete reading, be assigned into groups, and present their findings to the class by acting out the story.	Reading task where students develop understanding of the short story. Pupils assigned to groups to collaborate ideas and create presentation Plenary – Living photographs. In their assigned group pupils are to create a photograph of the short story they re-enacted to display a key point in the story.
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These lesson plans show how direct teaching were implemented into the classroom, explaining the topic to accomplish and how much time was allotted to direct teaching

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	"Shark" activity provided to pupils. Key words (Short story, theme, script writing, scene, levels, blocking, character, conflict, dialogue, inflection) Set expectations of lesson plan via PowerPoint 15 minutes	Complete starter task by working as a group to find the correct answer before the opposing team finds their answer first. Then provide a definition of the words.	Computer PowerPoint Whiteboard Pens
Teaching & Core Learning	Explain using direct teaching and PowerPoint the lesson plan the pupils will be responsible of accomplishing, leave PowerPoint up showing responsibility of the pupils (5mins) Pupils handed out short story and provided instructions, assigned into groups for presentation (15 mins) Students to discuss story and develop presentations. (10 minutes) Present findings to class (10 minutes)	Pupils to be provided the short story to read and understand. They will be asked questions about definitions of certain words and about the theme and plot of the storyline. Pupils assigned into groups where they will work together to create a summarized version of the short story and present their findings to the class.	Computer PowerPoint
Plenary	Still Photographs Pupils to present a still photo of the key moment of the story (5 minutes)	Pupils to quickly discuss in their groups the key moment of the short story and create a still image.	

Critical Reflection

Effective teaching and learning is a deep understanding of the curriculum and of formative and summative assessment (Donaldson, 2015). The focus of effective teaching for this assignment was three of the pedagogical principles from my experience of Professional Teaching Experience (PTE) one. The three pedagogical principles that were selected are "good teaching and learning means employing assessment for learning principles", "good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them", and "good teaching and learning means employing a blend of approaches including direct teaching." (Donaldson, 2015)

This section of the assignment will focus on my critical reflection of my progress in planning and implementing these three pedagogical principles as illustrative examples have been shown in previous tabs with my experience in teaching from PTE 1.

Assessment for Learning

Assessment for learning is providing insight to learning by providing meaningful feedback and adapting teaching styles to meet individual needs (Donaldson, 2015). This can be accomplished through reviewing work in progress, observing, and questioning students (CCEA, 2020) (Deluca, Volante, 2016). It is firmly believed that formative assessment raises achievements for students and is an essential classroom component (Black, Wiliam, 2010). In the second tab for pedagogical principle one, it is shown that a rubric was shown to the students. This rubric was a form of AFL as it allows the pupils to modify their perception of the presentation, and to ask more questions to myself or the other teachers for further clarification and understanding. The use of a rubric was designed so that the pupils could keep in mind the content of the presentation and as well be thinking about the content to make connections with the output required as well as their ideas (Hattie, 2009). From my experience in PTE one, I found that providing a rubric is far more effective than not providing a rubric. Unfortunately, providing a rubric, as well as in the case when this was used in the Big Business Bonanza, although a rubric was provided, unless I physically referred to the rubric and asked if they had a 'jingle' or a 'tag line' the pupils were apt to forget about the rubric and continue onwards with their own direction of how they believed they were being assessed.

In creating this lesson plan for the Big Business Bonanza, I wanted to make a safe environment for the pupils where the rules of the project would be as simple as possible, but also provide the pupils with a challenging task where we would provide a significant amount of feedback. This coincides with (Hattie, 2009) as it creates an environment where the learners are seeking feedback. This did occur as we walked around the classroom whilst the pupils were developing their radio advertisement. The pupils felt excited and challenged about the idea, some were a little nervous about presenting in front of their peers, but we provided a safe environment where errors were welcome and we helped use the errors to create more successful ideas for the pupils.

In order for us to successfully assess the pupils we placed one large piece of poster paper for each group alongside the rubric. The point of the poster paper was to assess where the pupils were in terms of creating their radio advertisement. I found this to be an incredibly effective technique when it came to group work as we could physically see if a group was struggling to come up with an idea or if they were on the right track. If pupils had not written down anything on the poster, I would ask them to tell me what was the assigned task, and who they believed would be the best target market for the product they had received. These questions were not designed to be from memorization, but from their comprehension of the task at hand. By allowing the pupils to explain what they believed the task was, it allows for a higher tier of thinking from simple recall (Doyle, 1983). This allowed the pupils to begin thinking about the right questions to ask themselves, they would answer my question and then I would help them elaborate on the answer, or help them think about another alternative route to solve the problem.

Using the poster paper was an effective use of AFL as it not only showed which groups were struggling and which groups were flourishing, but it made me think about the groups themselves. For example, one group had one person assigned to writing down ideas, but the group itself were very quiet. This was a warning indicator for me as they were not communicating. Upon approaching the group I asked who would be performing which aspect of the presentation. This greatly concerned the group as they believed only one person needed to present. The use of AFL has been a great indicator as to where the pupils are in their work and if they are on the right track.

Literacy, Numeracy, and Digital Competence

Cross curricular responsibilities of literature, numeracy, and digital competence has been embedded in the class room environment (Donaldson, 2015). Unfortunately, it is not the easiest to incorporate this pedagogical approach as not all of the classes can incorporate numeracy (such as Drama or Expressive Arts) without making it seem 'forced.' For some classes it can be seen as an "add on" instead of authentic (Donaldson, 2015). However, this pedagogical principle is implemented into my classes, I was fortunate enough to learn that one of the largest struggles my current school is facing is pupils not being able to tell the time. As shown in my journal reflection which can be located on the second pedagogical principle, it shows that I used this knowledge to allow my pupils to play a game which I named "catch the bus." The pupils had to make it to a job interview and I had placed numbers from 1-24 around the class and they had to walk to the correct areas to catch the bus. This was later adapted as the pupils eventually began to follow the other pupils that knew which time block to walk towards. I needed to strengthen the method to ensure a more thorough learning experience for all the pupils and in order to keep up with the first principle and incorporate the second, I used white boards to assess which students were having difficulty telling the time, and for those that were finding the challenge too easy, I provided additional counter measures with new complications such as flying to Canada and now incorporating time zones into their equations. The pupils found it more challenging as I attempted to place them into real problem solving predicaments. This led to more challenging gains for the pupils and helped strengthen the formative method (Black, Wiliam, 2010) which led to active learning where the pupils can receive a greater understanding with real problem solving skills and environments (Hattie, 2009) (Blumenfeld, Phyllis, 1991) that could very well be an issue for them in the near future.

Digital competence is not something I have found to be an issue in my current comprehensive school. Pupils seem to be far more comfortable around a PC than they are with a pen and paper. Pupils are very competent with the personal computers and the school has a large supply of Chromebooks and Ipads available if an IT department is not available. With my current classes of business, it is fairly simple to incorporate digital competence into the class, I have also been successful utilizing digital competence with Welsh Bacc, Drama, and Expressive Arts. Digital competence can be seen in the lesson plan in the pedagogical principle 2 tab where the pupils were to surf the internet to discover two separate and successful businesses, design and create a PowerPoint, and then utilize their understanding and research and present their findings to the class. (Krumsvik, 2014) shares that there can be a challenge to incorporate functional frameworks of digital competence. Fortunately, by teaching business, it is quite natural to incorporate digital competence into the curriculum and as the use of digital technology is constantly on the rise. As a new teacher I find it imperative that pupils understand and develop this skill (Krumsvik, 2014). This current project with the pupils is still underway as they are to have their feedback from the

presentations, research, and digital skills, which they will then be able to use that feedback for reflection and write up what they believe they can improve on in the future. This will help to train the pupils to learn how to learn (Marshall, Drummond, 2006).

There is an increased interest in reading ability and that strong literacy teaching does not guarantee continued reading skills in secondary schools (Kirsten, 2019). This requires that teachers need to have further cooperation and have more emphasis on cross curricular links (Alexander et al, 2008). As shown in the second pedagogical principle tab, the lesson plans show how literacy is incorporated into every lesson taught. For example the pupils learn skills such as speed reading to gather quick information, close reading to identify and absorb information, and the interpretation of data. There is a heavy emphasis to incorporate the cross-curricular responsibilities into our lesson plans to help create new connections and benefit pupil experience and understanding. (Alexander et al, 2008)

Direct Teaching

Direct teaching can also be known as traditional teaching and is often used in the classroom environment. Direct teaching can be seen with a negative view as trying to provide whole class instruction (Donaldson, 2015). I tend to use the direct teaching method to help share why the topic I am discussing is important to my pupils, followed with real life examples of why it might affect them. I will also attempt to share the work with the pupils by modelling the topic and ensuring that the pupils are understanding the information that is presented which is also how (Hattie, 2009) defines direct teaching which is then backed by (Donaldson, 2015) in sharing that it then becomes 'scaffolding' for the pupils.

The first example in the third pedagogical principle tab shows a journal entry written by one of the teachers at the comprehensive school sharing how effective a video was to display with the students to have them understand a deeper meaning to the words "target market." First I begin with direct teaching asking what they believe the word means, then I provide some examples of products in which they must guess what is the target market. I then show them something they are passionate about, in this case, a promotional video about a favoured video game, this immediately peaks their interest and they become more attentive in class and want to participate. Once they have a firm grasp of the concept, I move on to further assessments by providing them written work to complete to ensure understanding.

The second journal shares another example of direct teaching that I found to have worked particularly well in scaffolding the pupils to understand the task at hand. The pupils were tasked to create a small presentation where they would create a fairy tale story, then act it out. In order to get them into the right setting, I began with direct teaching sharing the instructions and then providing them with a real example in which the pupils had to participate. Three pupils were selected and then were asked to perform the fairy tale story that was already made up specifically for the class, the pupils completed the task, the observing pupils were excited about the project, and they began to work immediately on completing their assigned task. Modelling the task at hand provided the pupils with the confidence necessary and showed them that they could have fun with the work assigned which made it enjoyable for all parties involved. Using a blend of approaches to assessment for learning tends to bring out the best learning experience (Black, Wiliam, 2010).

Conclusion

From my own experience I have discovered that utilizing the pedagogical principles has only assisted my teaching experience and allowed me to become a better teacher. Although it is not always easy to incorporate all of the cross curricular responsibilities into every lesson, (Krumsvik, 2014) it does make a difference for the pupils that are learning the content. Although it is not always said, the pupils do appreciate the effort that is made to make a topic more entertaining and with more AFL strategies to get the pupils involved in the work rather than being passive in the class (Deluca, Volante, 2016) and helps student achievement. The use of the pedagogical principles and many AFL techniques can help create better learning strategies for pupils and allows them to understand that we are there to answer any questions they have about the topic we want them to learn (Hattie, 2009).

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