Principles for Excellence

Personal Professional Learning and Reflection Record

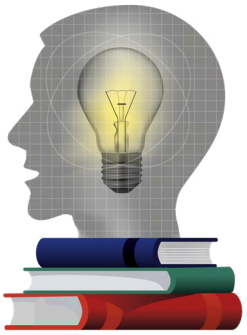
Principles for Excellence Aims

To provide teachers with:

- The ***skills*** to demonstrate higher level understanding of the 12 Pedagogical Principles included in the Curriculum for Wales guidance documentation.
- The ***understanding*** to collaborate effectively with colleagues in their own school and in other schools to raise standards.
- The ***capacity*** to create a proactive school ethos, where a deeper understanding of the underlying values and principles of pedagogy inform classroom practice and influence all our teaching approaches for our learners.

Pedagogy

Pedagogy is at the heart of curriculum. In designing their curriculum, schools should consider the pedagogical approaches they will need to employ to support learners in realising the four purposes. Schools should seek to develop a strong vision of learning and teaching which considers the 'why' and 'how' as well as the 'what'. This vision will recognise the integral role of the learning environment in supporting effective learning.



Schools should ensure that practitioners have a deep and thorough understanding of the pedagogical principles and the research on which they are based. Effective pedagogy relies on an in-depth understanding of child and adolescent development. It involves exploring and reflecting on which teaching strategies will best support learning in a given context, and inquiring about the impact of this on learners. Curriculum design for learners of all ages and abilities should be underpinned by pedagogical principles. These reflect well-documented evidence about effective pedagogy.

The pedagogical principles

Curriculum design for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:

1. maintains a consistent focus on the overall purposes of the curriculum
2. challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
3. means employing a blend of approaches including direct teaching
4. means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
5. sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. creates authentic contexts for learning
7. means employing assessment for learning principles
8. ranges within and across Areas

9. regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
10. encourages learners to take increasing responsibility for their own learning
11. supports social and emotional development and positive relationships
12. encourages collaboration.

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Pedagogical Principle 5

- sets tasks and selects resources that build on previous knowledge and experience and engage interest.

1	**How do you activate learner's prior knowledge?**
2	**How do you show progress in learning within your subject/AoLE?**
3	**How do you plan for learning experiences?**
4	**How do you engage learner interest within your classroom?**
5	**How does AfL link with other Pedagogical Principles?**
6	**How could effective use of AfL improve teaching and learning? (Personal/Department/School)**
7	**What would be the challenges of trying to implement/develop AfL? How could these challenges be overcome?**

Resources: What can I do now?

Ideas box...

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Pedagogical Principle 5

- sets tasks and selects resources that build on previous knowledge and experience and engage interest.

Moving forward: SOAR analysis

Strengths – what are my strengths in this area?	Opportunities – what / where / when are the best opportunities to implement this?
Aspirations – what do I want to achieve by implementing this?	**Results – what measurable results (data / observations / habits) do I hope to see because of this?**

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Pedagogical Principle 5

- sets tasks and selects resources that build on previous knowledge and experience and engage interest.

Strengths, Opportunity, Aspirations, Results

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