

EDUC43440-Inclusive Pedagogy & Portfolio

10 Credit Module - Assignment Brief

Submission on or before **11.59 p.m. on Monday 20th March 2022**. **Please share the link to the FULL portfolio with your supervisor and also paste the link into the text box in the submission section of Brightspace for the module.**

SUMMARY OF WHAT IS REQUIRED FOR INCLUSIVE PEDAGOGY & PORTFOLIO ASSIGNMENT

In your current “Lesson Plan” online folder open up a new folder called “Portfolio Assignment_2022/23” there you will add the following over the next few months.

1. Word document entitled “**Introduction to School Placement**”.
2. Folder with most up-to-date **Curriculum Vitae** and the **Cover Letter**.
3. Word document entitled **Lesson Plan/Reflections Grid** outlining the number of lesson plans/reflections per week and explanations where there is less than the required. This is to be recorded on a weekly basis and is a chance to note any changes in timetable etc.
4. Folder entitled “Tutors_supervisors_feedback”. This should be updated after each tutor/supervisor meeting.
5. Folder entitled “**Sample of Lesson Plans**”. This will be populated from your ongoing lesson plans/reflections & resources. You will select:
 - a. ONE lesson plan per month (Oct, Nov, Jan and Feb **or if you wish to select one from Dec/March instead of one of the other months, that is ok**) to include reflection & resources that best represents your development over the year. You may split the lessons evenly across your two subjects but you must have at least one lesson from each subject.
 - b. One of the sample lessons/resources must be on a lesson taught that included the Sustainable Development Goals/Global Citizenship Education. You may split the sample resources evenly across your two subjects but you must have at least one lesson from each subject.
6. Folder entitled “Sample of Resources” where you briefly describe what educational theory informed your use of the resource and how/why the resource helped students learn. You must include **4 resources in total to include at least one resource that helped students with AEN**. Ideally, these resources should align with the sample lesson plans above as the lesson plan provides some context to the resources.
7. Word document entitled “My Development as a Teacher”. **This section should include the bibliography**. This should be completed in Feb/March when you have more of the module covered.

1. Introduction to school placement

- Type of school e.g. co-ed, single sex - is it your alma mater?
- Location - rural/urban
- DEIS
- Sector - e.g. ETB, Voluntary Secondary (Educate Together, Fee Paying/No-Fee Paying), Community Comprehensive etc.

<https://www.education.ie/en/the-education-system/post-primary/>

<http://www schooldays.ie/articles/types-of-post-primary-school>

- Number of students and number of teachers
- Subjects offered at Junior & Senior Cycle
- Programmes offered e.g. JCSP, TY, LCVP, LCA
- Any special features of the school (e.g. Banding, Streaming, Additional Education Needs education)

2. Curriculum Vitae and Sample Cover Letter – see sample provided in “Welcome Pack”

3. RECORD OF LESSON PLANS GRID – 2022/23

YOU MUST SUBMIT 4 LESSON PLANS/REFLECTIONS/RESOURCES PER WEEK. IF DUE TO CIRCUMSTANCES BEYOND YOUR CONTROL CLASS IS CANCELLED OR IF YOU DO NOT HAVE CLASSES FOR SOME REASON- YOU JUST SUBMIT THE MAXIMUM LESSON PLANS PER WEEK THAT YOU CAN AND WRITE A BRIEF EXPLANATION IN THE RELEVANT COLUMN BELOW. The templates are available as word documents on Brightspace.

7. Word document entitled “**My Development as a Teacher**” – Provide a brief answer to the following questions citing links to theory and literature as appropriate.

a) What have you learned about **yourself as a person** during your school placement? Make reference to the literature where relevant.

b) What have you learned about **yourself as a teacher** during your school placement? Make reference to the literature where relevant.

c) Based on your engagement with material from lectures across the course, choose one learning theory/piece or major research/evidence from the literature that you drew on to help inform, analyse and develop your classroom practice and approaches to inclusion. With at least two subject-specific examples, describe how enacting this theory was both enriching and challenging and **how it impacted on student learning**.

d) Outline **two areas** that you have identified for **development** during the rest of your school placement this year and what research informed/evidence based **actions** you will take to ensure this development occurs.

Some notes on reflective writing

Writing reflectively for the purposes of an assignment should not involve merely describing something that happened. Nor does it mean pouring out everything you think and feel in a totally unstructured way. Reflective writing requires a **clear line of thought, use of evidence or examples to illustrate your reflections, and an analytical approach. You are aiming to strike a balance between your personal perspective, and the requirements of good academic practice and rigorous thinking.** This means: developing a perspective, or line of reasoning demonstrating that you are **well informed, have read relevant literature and reflected on its relevance to your own development** showing that you recognise that situations are rarely simple and clear-cut writing about the **link between your experiences/practice and your reading, writing in an appropriate style.** See pages 4, 5,6 & for authentic student examples.

<https://intranet.birmingham.ac.uk/as/libraryservices/library/skills/asc/documents/public/Short-Guide-Reflective-Writing.pdf>

https://capstone.unst.pdx.edu/sites/default/files/Reflective-writing---a-basic-intro_0.pdf

<http://www2.port.ac.uk/media/contacts-and-departments/student-support-services/ask/downloads/Reflective-writing---a-basic-introduction.pdf>

We expect the reflections for the sample lessons to be linking theory and practice. It is up to you to choose 1 lesson plan/reflection from each month that represents your development over the year. Supervisors will use the usual UCD Grade Descriptors and will base their judgements on the selected lesson plans/reflections chosen by YOU, however they can and will dip into the main body of lesson plans/reflections/resources as required. The purpose of the portfolio is to demonstrate your PROGRESS and LEARNING and GENUINE EFFORT to IMPROVE to enable you to become an EFFECTIVE TEACHER so that you can facilitate STUDENT LEARNING. **This is what must shine through!**

There is NO need to do a mini-bibliography at the end of the reflections where you have cited relevant literature. You can include all references in the final page on “My Development as a Teacher”.

Note: The reflections after each of the 4 lesson plans that you need to do each week can be brief - i.e. what worked well, even better if etc. However, we expect some further detail/analysis/link to theory in the reflections for the sample lessons. See examples below.

Sample Reflection One

I made effective use of the white boards for the think pair share and I think that this method of questioning is creating a climate of trust ([Brookfield, 2006](#)). While I have been working on my time management, I think that part of the problem is that I tend to over prepare and then I end up having too much content to cover in my class. As I mature as a teacher, I am beginning to realise that while “coverage” is important, it must be balanced with understanding.

The video I showed the class on Rostow’s theory didn’t go well as it confused students. On reflection I should have given the worksheet out prior to showing the video in order to stimulate interest and explain key words and concepts.

Aware of what is taught is not always what is learned ([Cuban, 2013](#)), overall I think the class went well. My general observations of students conveyed that they were engaged and interested in the topic. They responded well to my questioning and their written work demonstrated that they understood and achieved the learning intentions. However, I do feel that XXXXXX may have been a little overwhelmed with the amount of examples that were required for XXXX so I need to be mindful of differentiating the content for him ([Westwood, 2003; 2015](#)).

Brookfield, S. (2006). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (2nd ed). San Francisco: Jossey Bass.

Cuban, L. (2013). *Inside the Black Box of Classroom Practice: Change without Reform in American Education*. Harvard Education Press, Cambridge. M.A.

Westwood, S. (2003). *Commonsense Methods for Children with Special Educational Needs: Strategies for the Regular Classroom* (4th ed). Routledge, London.

Sample Reflection Two

I need to teach the language of my subject ([DES, 2011](#)) and the bingo game is a really nice one to reinforce key words which need to be used up to 15 times to be internalised ([Shanahan and Shanahan, 2012](#)). Students really engaged well with it and it’s a good way for them to really think about the meaning of the terms that have been introduced. It is also beneficial as I can easily walk around and look at students’ bingo cards and engage them in a fun way whilst also checking if they actually have the knowledge/ability to match terms with definitions. It is interesting to note how students show an understanding of key words when participating in a fun exercise like this where there is a prize at stake, but if simply asking a question about the meaning of a term, wouldn’t volunteer an answer. I now realise how emotions are integral to learning and that motivation is a key factor in student engagement ([Dumont, H., D. Istance and F. Benavides, 2012](#)) and so I will make every effort I can in planning my classes to include fun and motivating activities. I have to be careful though, not to over rely on extrinsic motivation like prizes, I also build an appreciation of intrinsic motivation as well as this has longer lasting effects ([Theodotou, 2014](#)).

DES, (2011). Literacy and Numeracy for Learning and Life. The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020. DES, Dublin.

Dumont, H., D. Istance and F. Benavides (eds.) (2012), *The Nature of Learning: Using Research to Inspire Practice*, OECD Publishing, Practitioner Guide. Paris.

www.oecd.org/education/cei/50300814.pdf

Shanahan, T., & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? *Topics in Language Disorders*, 32, 1-12.

Theodotou, Evgenia (2014) 'Early years education: are young students intrinsically or extrinsically motivated towards school activities? A discussion about the effects of rewards on young children's learning', *Research in Teacher Education*, 4(1), pp.

Sample Reflection Three

Questioning to elicit prior knowledge conveyed that very few students had completed their homework properly. It is worth noting that there was a big school match yesterday and most students were in attendance. I feel students didn't commit 100% to homework as a result and also were definitely a little tired in class. On reflection external factors did impact negatively on the beginning of the class (Korthagen, 2009).

As we move further into the accounting part of this strand, students' energy definitely seemed to be waning a little. I was happy that the [cloze exercise](#) (Taylor, 1953) challenged students to actually go and find the answers to questions that they couldn't provide at the start of class and I could see that some students were definitely beginning to learn. I'm happy that I went down the cloze exercise route after such a poor introduction yesterday as it got students looking for answers and helped them get used to unfamiliar terms. I think I have discovered a nice approach here to teaching the trading account part of this – exercises that challenge/promote learning of terms and theory combined with application in simple examples etc.

Positives

Cloze exercise worked well – nice resource I can use again

Some students were definitely beginning to learn despite general lethargy.

Negatives

I got some really concerning answers when questioning prior knowledge and should have spent more time putting those right than moving on to find correct answers.

What would I do differently next time?

Misconceptions are key learning moments ([Shulman, 1986](#)), and I should have taken the time to sort out these misconceptions at the start of class. A strategy that I will employ to do this in the next class is called an anticipation exercise (Urquhart and Frazee, 2012). Template used (PDST, 2017, p. 36).

Korthagen, F. (2009) [Professional Learning from Within](#). *Studying Teacher Education* 5:2, pages 195-199.

Shulman, L. S. (1986). Those Who Understand: Knowledge Growth in Teaching. *American Educational Research Journal*, 15(2), 4-14.

Taylor, W. (1956). Recent developments in the use of the cloze procedure. *Journalism Quarterly*, 1956, 33, 42-48.

PDST, *An Integrated Approach to Learning, Teaching and Assessment*, Dublin, 2017.

Urquhart, V. and Frazee, D. (2012). *Teaching Reading in the Content Areas: If Not Me, Then Who?*, (3rd Edition). Association for Supervision & Curri

Sample Reading List - Pedagogy

Coe, R. and Aloisi, C. and Higgins, S. and Major, L.E. (2014) 'What makes great teaching? Review of the underpinning research.', Project Report. Sutton Trust, London. [AVAILABLE ONLINE HERE](#)

Bates, B. (2016). *Learning theories simplified: And how to apply them to teaching*. Los Angeles: SAGE.

Department of Education and Skills (2016). *Looking at Our Schools: A quality framework for post-primary schools*. DES. Dublin. [SEE PAGES 13 TO 21 FOR STANDARDS AND STATEMENTS OF PRACTICE – NOTE PLANNING IS ON PAGE 18. AVAILABLE ONLINE HERE](#)

Devine, D. (2011). Securing Migrant Children's Educational Well-Being: Perspectives on Policy and Practice in Irish Schools. In *The Changing Faces of Ireland* (pp. 71–87). Retrieved 20/06/20 from <https://brill.com/view/book/edcoll/9789460914751/BP000006.xml>

Dumont, H., D. Istance and F. Benavides (eds.) (2010), *The Nature of Learning: Using Research to Inspire Practice*, OECD Publishing, Paris. <http://dx.doi.org.ucd.idm.oclc.org/10.1787/9789264086487-en>

Dumont, H., D. Istance and F. Benavides (eds.) (2012), *The Nature of Learning: Using Research to Inspire Practice*, OECD Publishing, Practitioner Guide. Paris. www.oecd.org/education/cei/50300814.pdf
<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

Hendrick, C., & Macpherson, R. (2017). *What does this look like in the classroom?: Bridging the gap between research and practice*. Melton: John Catt Educational Ltd.

Khalil, M. K., & Elkhider, I. A. (2016). Applying learning theories and instructional design models for effective instruction. *Advances in Physiology Education*, 40(2), 147. Available from <https://www.physiology.org/doi/pdf/10.1152/advan.00138.2015> [Accessed 05 March 2019]

NCCA – Focus on Learning Online Resource Pack - <https://www.ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning>

Professional Development Services for Teachers (2017). An Integrated Approach to Learning, Teaching and Assessment, PDST. Dublin. Available to download @ <https://pdst.ie/pedagogy>

Shulman, L. S. (1986). Those Who Understand: Knowledge Growth in Teaching. *American Educational Research Journal*, 15(2), 4-14. [Accessed 20/20/20 http://www.fisica.uniud.it/URDF/masterDidSciUD/materiali/pdf/Shulman_1986.pdf]

Taylor, W. (1956). Recent developments in the use of the cloze procedure. *Journalism Quarterly*, 1956, 33, 42-48. Available at this link. Retrieved 28/09/20 from <https://journals.sagepub.com/doi/pdf/10.1080/10862967009546900>

Urquhart, V. and Frazee, D. (2012). *Teaching Reading in the Content Areas: If Not Me, Then Who?*, (3rd Edition). Association for Supervision & Curri - **SEE PAGE 35 AND 36 OF PDST BOOK FOR ANTICIPATION GUIDE STRATEGY**

Westwood, P. S. (2015). *Commonsense methods for children with special educational needs* (7th ed.). Milton Park, Abingdon, Oxon; New York, NY: Routledge. doi:10.4324/9781315716695 (Available online in UCD library) **SEE PAGE 12 OF PDST BOOK FOR DIFFERENTIATION OVERVIEW**

Sample Reading List - Reflections

Boyd, A., Gorham, J. J., Justice, J. E., & Anderson, J. L. (2013). *Examining the apprenticeship of observation with preservice teachers: The practice of blogging to facilitate autobiographical reflection and critique*. *Teacher Education Quarterly*, 40 (3), 27-49. [Accessed 19/10/20 from <https://files.eric.ed.gov/fulltext/EJ1014360.pdf>]

Day, C. (2004). *A passion for teaching*. London: Routledge.

Dewey, J. (1933). *How we think: a restatement of the relation of reflective thinking to the educative process*. Boston, MA: DC Heath and Company. [Accessed 19/10/20 from https://openlibrary.org/books/OL6295188M/How_we_think]

Farrell R., Marshall K. (2020) The Interplay Between Technology and Teaching and Learning: Meeting Local Needs and Global Challenges. In: Fox J., Alexander C., Aspland T. (eds) *Teacher Education in Globalised Times*. Springer, Singapore. https://doi.org/10.1007/978-981-15-4124-7_3 **LOOKING AT THE USE OF EPORTFOLIOS**

Harford, J. and MacRuairc, G. (2008) Engaging student teachers in meaningful reflective practice, *Teaching and Teacher Education*, 24 (7), 1884-1892.

Hargreaves, A. (2001) Emotional Geographies of Teaching, *Teachers College Record*, 103, 6, pp. 1056-1080.

Harford, J. and Gray, P. (2017) 'Emerging as a teacher: Student teachers reflect on their professional identity' In: Brian Hudson (ed.) *Overcoming Fragmentation in Teacher Education: Implications for Policy, Practice and Future Research*. UK: Cambridge University Press.

Loughran, J.J. (2002) Effective Reflective Practice: In Search of Meaning in Learning about Teaching', *Journal of Teacher Education*, 53, 33, pp. 33-43.

Flores, M.A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: a multi-perspective

study. *Teaching and Teacher Education*, 22 (2), 219–232.

Korthagen, F. (2009) Professional Learning from Within. *Studying Teacher Education* 5:2, pages 195-199. **ONION MODEL – VERY USEFUL AND PRACTICAL**

Lortie, D. (1975). *Schoolteacher: A Sociological Study*. London: University of Chicago Press.

McGarr, O; McCormack, O (2014). Reflecting to Conform? Exploring Irish Student Teachers' Discourses in Reflective Practice *JOURNAL OF EDUCATIONAL RESEARCH*, 2014, Volume 107, Issue 4.- **THIS IS THE SOURCE OF THE QUESTIONS FOR FINAL REFLECTIONS – I JUST SELECTED 4 QUESTIONS FOR YOU TO ANSWER**

Pollard, A., & Black-Hawkins, K. (2014). *Reflective teaching in schools* (4th ed.). London: Bloomsbury. FREE ONLINE BOOK IN THE UCD LIBRARY – **ESSENTIAL READING FOR PEDAGOGY, CLASSROOM MANAGEMENT, TEACHER IDENTITY, REFLECTION AND MUCH MORE!**

IMPORTANT THINGS TO CONSIDER WHEN PLANNING LESSONS	
<p>Learning Outcomes- Statements in official curriculum syllabus/specifications to describe the understanding, knowledge, skills, attitudes, values and dispositions that students should be able to demonstrate after a period of learning.</p> <p>For subject specifications see: Junior Cycle - https://jct.ie/home/home.php Senior Cycle - https://www.curriculumonline.ie/Senior-cycle/</p>	
<p>Learning Intentions WALT – We Are Learning To – SWBAT – Students Will Be Able To A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities. Clear learning intentions should help students focus not just on the task or activity, taking place but on what they are learning. Bloom’s Taxonomy or Webb’s Depth of Knowledge.</p>	<p>Success Criteria WILF - We I’m looking for (<i>note is also good practice to ask students to design success criteria as appropriate</i>) Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.</p>
<p>Pre- lesson Routines</p> <ul style="list-style-type: none"> ● Connect to and activate prior learning and engage, if necessary, in pre-teaching. ● Link to real world events; connect to children’s experiences ● Anticipate misconceptions; check for preconceptions; explain and model content/practices/strategies. ● What prior knowledge are you expecting to build on? 	
<p>Ongoing Assessment Methods AfL - sharing learning intentions & success criteria, effective questioning, self/peer-assessment and formative feedback AoL - Interpreting the results of student’s work – e.g. assignments, quizzes, tests, projects</p>	
<p>Differentiation: CARPET PATCH (Westwood, 2003; 2015) Content, Activities, Resources, Product, Environment, Teaching Strategies, Pace Amount of assistance, Testing, Classroom Groups, Homework</p>	
<p>Methods</p>	

- Organising time, space, materials, and students strategically and deliberately
- Checking student understanding and achievement (informal but deliberate; learning during and between lessons)
- Coordinating and adjusting instruction during the lesson (including, but not limited to: SEN; inclusion; transitions)
- Leading whole class discussion
- Setting up and managing small group work
- Creating and facilitating challenging, engaging and motivating activities and tasks
- Explain homework as an integral part of the lesson as opposed to an “add on” at the end
- If you give homework, be sure to acknowledge that it was done and provide time for self, peer and/or teacher correction as appropriate

End of Lesson/ Wrap Up: include a strategy for checking if learning intentions were achieved

Post-lesson activity for students (e.g. research; reflection; differentiated tasks; project development etc.)

Extension activity: further, reliable resource materials for students to consult as opposed to repetitive exercises!

Brief after lesson reflection:[NB: Reflection ought to be critical and research-informed and may touch on foundation disciplines of sociology; philosophy; history; psychology; curriculum]

Full Module Grade Descriptor is available [at this link](#)

Academic Writing – see back of student handbook available on Brightspace

Common grammar, punctuation & spelling errors! - see link below

<https://www.englishgrammar.org/ten-common-grammar-punctuation-spelling-errors-avoid-business-writing>