



EXEMPLAR EPD PROFESSIONAL DEVELOPMENT ACTIVITY

KEY STAGE 1:

FOCUS: ICT and Literacy Development through a 'World Around Us' Topic

This exemplar EPD Professional Development Activity (PDA) is for reference only and should act as a guide in assisting you to write your own PDA



PROFESSIONAL DEVELOPMENT ACTIVITY 1	
Date of Beginning this PDA	
My Professional Needs as a Teacher (As identified through joint discussion between the EPD teacher and Teacher Tutor)	
School Priorities	
<p><i>Reference here any priorities in the School Development Plan which relate directly to teaching and learning in your classroom</i></p> <p>Three areas within the School Development Plan this year are:</p> <ul style="list-style-type: none"> • Studio On Training • Thinking maps • Stranmillis CPD Literacy Project <p>These three areas have been covered throughout the year in staff development days and staff meetings. All of these areas relate directly to teaching and learning within my classroom as all of them can be integrated into class teaching with a focus on ensuring all pupils are actively engaged. This is particularly important for the boys in the class to ensure that they develop their literacy skills through the use of technology.</p>	
Key Stage or Departmental Priorities	
<p><i>Reference here any priorities set out in your key stage or departmental development plans which relate directly to teaching and learning in your classroom</i></p> <p>As discussed above.</p>	
My Professional Needs in the Context of these Priorities	
<p>Developing the use of technology within the classroom.</p> <p>Although I am familiar with an iPad for personal use, I would like to explore its potential to enhance learning and teaching in the classroom. My chosen focus for this PDA will therefore be to develop the use of technology within the classroom specifically the identification and use of appropriate apps and thinking maps to ensure children are effectively recording information. It will be an excellent opportunity to ensure that pupils are engaged and motivated to write as they are using a range of digital formats to record their work.</p>	
Professional Development Activity Details (As identified through joint discussion between the EPD teacher and Teacher Tutor)	
Phase	<p><i>Enter here whether your activity reflects practice in Nursery, Special, KS1, 2, 3, 4, or post 16</i></p> <p>Key Stage 1: Year 4</p>



Area of Learning	<p>State the broad area which matches the focus for your PDA e.g. Behaviour Management, Literacy, Numeracy, ICT, Early Years, Assessment for Learning, Thinking Skills and Personal Capabilities etc</p> <p>The Great Plant Hunt (Literacy/ICT/WAU)</p>
Focus of PDA for Pupils	<p>What aspect of the broad area will you focus on? E.g.:</p> <ul style="list-style-type: none"> • Developing Mental Maths with Year 5 pupils • Developing Early Writing Skills • Developing Pupils' Collaborative Group Work Skills • Developing Peer Evaluation Skills to Support Independent Learning • Use of Effective Questioning • Implementation of a KS3 Sustainable Development Programme • Promoting Health and Safety in Techology and Design/PE/HE/Science etc <p>Pupils will be able to use technology to research information about a World Around Us topic. From this they should be able to effectively plan and use different digital formats to present this information clearly.</p>
Purpose of PDA for the EPD Teacher	<ul style="list-style-type: none"> • What knowledge, skills and new understanding do you want to develop through this PDA? • Which competences will you target - it is recommended that you identify and focus on a maximum of 1-3 GTCNI Competences which are appropriate to your PDA and which you will refer to in the final section 'Reflecting on My Practice.' <p>As a result of this PDA I will have:</p> <ol style="list-style-type: none"> 1. increased my knowledge of and skills in using ICT hardware & software (specifically apps) so that I can use them with confidence and creativity in the classroom and to disseminate what I have learned to colleagues; 2. developed a bank of resources for Literacy/WAU through a reflective process of research, practical application with my pupils and follow up evaluation.

GTCNI Competences Addressed

Competence 3

Statement	Aspect	EPD Phase Exemplar
Teachers will have developed a knowledge and understanding of the learning area/subjects they teach, including the centrality of strategies and initiatives to improve, literacy, numeracy and thinking skills, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues.	Teachers will have a knowledge and understanding of the learning area/subjects taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to all areas of learning.	Teachers will be able to apply and evaluate the knowledge and understanding of the learning area/subjects taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills into the classroom and school context.



Competence 11		
Statement	Aspect	EPD Phase Exemplar
Teachers will have developed knowledge and understanding of how to use technology effectively, both to aid pupil learning and to support their professional role, and how this competence embeds across all of the competences.	Teachers will know how to use technology effectively to aid pupil learning.	Teachers will use technology with increasing impact on pupils' learning, especially to develop lifelong learning skills.
Competence 20		
Statement	Aspect	EPD Phase Exemplar
Teachers will use a range of teaching strategies and resources, including eLearning where appropriate, that enable learning to take place and which maintain pace within lessons and over time.	Teachers will use a range of teaching strategies and resources that maintain pace within lessons and over time.	Teachers will be informed by self-evaluation; use is made of a repertoire of teaching strategies and resources to promote and sustain high levels of attainment and provide literacy and numeracy rich activities through play.
School Sourced Information		
<p><i>Within this section you should find out, as appropriate, information which will support you in your planning for and teaching of this PDA:</i></p> <ul style="list-style-type: none"> • <i>your subject(s), key stage curriculum areas</i> • <i>relevant curriculum requirements</i> • <i>appropriate teaching strategies</i> • <i>abilities of the pupil(s)</i> • <i>pastoral issues</i> • <i>classroom management</i> • <i>school policies, etc</i> <p><i>This may be sourced from background reading, INSET courses, school-based staff development sessions, and the expertise of school colleagues or an Education Authority support officer. It may also be based on what you already know about your pupils and what else you want to find out. Where textbooks or journals etc are used, the appropriate references should be included, e.g. author, date, title, publisher, pages.</i></p> <p><i>You may present information in this section in either a short piece of prose or in bullet point format</i></p> <ul style="list-style-type: none"> • Every School a Good School indicates high quality teaching and learning as an area for school improvement. In order to support and facilitate this, ESaGS recognises the need for 'close linkage to the teacher competence framework.' Competence 11 GTCNI addresses the use of technology to aid pupil learning. • The Northern Ireland Curriculum (2007) recognises ICT as one of the three key cross curricular skills in primary classrooms. It states that 'Information and Communications Technology across the curriculum has the potential to transform and enrich pupils' learning experiences and environments.'" It can empower pupils, develop self- 		



esteem and promote positive attitudes to learning. Additionally, the creative use of ICT has the potential to improve pupils' thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners. NI Curriculum guidance also highlights the benefits of ICT within the primary classroom when using 'meaningful research and purposeful activities set in relevant contexts.' It advocates that pupils should use ICT to handle and communicate information, solve problems, pose questions and take risks. They should process, present and exchange their ideas and translate their thinking into creative outcomes that show an awareness of audience and purpose. They should also use ICT to collaborate within and beyond the classroom to share and exchange their work and to exhibit and showcase their learning all in the context of the following 5 'E's':

➤ **Explore**

Pupils should be enabled to:

- ✓ access and manage data and information
- ✓ research, select, process and interpret information
- ✓ investigate, make predictions and solve problems through interaction with digital tools
- ✓ understand how to keep safe and display acceptable online behaviour.

➤ **Express**

Pupils should be enabled to:

- ✓ create, develop, present and publish ideas and information using a range of digital media
- ✓ create information and multimedia products using a range of assets

➤ **Exchange**

Pupils should be enabled to:

- ✓ communicate using a range of contemporary methods and tools
- ✓ share, collaborate, exchange and develop ideas digitally.

➤ **Evaluate**

Pupils should be enabled to:

- ✓ talk about, review and make improvements to work, reflecting on the process and outcome
- ✓ consider the sources and resources used.

➤ **Exhibit**

Pupils should be enabled to:

- ✓ manage and present their stored work
- ✓ showcase their learning across the curriculum

- The school's ICT policy identifies the importance of ICT to literacy as a means of enabling all pupils to access literacy in a variety of digital formats including:
 - learning how to draft, edit and revise text
 - creating, developing, presenting and publishing ideas and opinions visually or orally
 - learning how to improve the presentation of their work by using desk-top publishing and presentational software
 - accessing appropriate software, electronic resources and websites to support and enhance their learning in Literacy
- Within my class, there are some boys who are not keen writers. These would be



middle and top ability pupils who lack the motivation or interest to write. They will write but their work can be lacking information and will not be a true reflection of their understanding or knowledge of a topic.

- With a male majority within my Year 4 class, I recognise the importance of carefully selecting suitable literacy activities and topics carefully linked to writing forms to ensure that the children are engaged and willing to communicate effectively.

Planning for Learning

You may attach this information if you already use/have an appropriate planning pro-forma

Class, Pupil or Group(s) of Pupils	<p><i>Make a factual note of the pupil(s) or group(s) of pupils within the class with whom you intend to carry out this PDA (avoid identifying individual pupils by name).</i></p> <p>Year 4 (whole class with a focus on engaging targeted boys more with the writing element of literacy.)</p>
Timescale and Relationship with Scheme of Work	<p><i>Where does the PDA fit into your existing plans, scheme, or unit of work?</i></p> <ul style="list-style-type: none"> • Half termly writing planner for non-chronological reports • Nerve Centre training linked to the good practice of iPads within the classroom.
Intended Learning Outcomes	<p><i>Make a concise statement of the intended learning outcomes for pupils i.e. what you want your pupils to experience, know, understand and be able to do?</i></p> <p>My pupils will be able to:</p> <ul style="list-style-type: none"> • effectively use an iPad • collect and record information • present their information in a range of digital formats • evaluate their learning efficiently

Planning and Teaching Strategies

Briefly outline what you are going to teach e.g. 4-6 weekly planner, your unit of work or thematic topic.

Make a concise note of the teaching strategies you will use. You may, for example, consider:

- AfL strategies - independent, peer and group work strategies, marking for improvement, questioning, formative feedback
 - Differentiation
 - Strategies to promote Thinking Skills/Personal Capabilities
 - Active learning
- There will be a range of groupings – mixed ability, gender and pairs.
 - Pupils will be involved in the planning process.
 - Pupils will independently record information on the iPads.
 - Reflection will be developed through planned plenary sessions.

Resources including Educational Technology

Outline the resources you will use to carry out this PDA, e.g.

- Books
- Practical resources and equipment
- Education Technology e.g. Internet, i-pad, Video, Video Conferencing, Digital Camera, Digital TV, IWB, Data Projector, PowerPoint
- Classroom Visitors



You should reference clearly how the use of Educational Technology will enhance pupil learning

- iPads: book creator and Tellagami
- Laptops
- Whiteboard: Active Inspire

These resources should ensure that pupils are highly motivated in terms of their literacy work. They should develop ICT skills through the use of the iPads which they can build upon as they progress to Key Stage 2.

Evidence You Will Use to Monitor Learner Engagement and Progress (impact of your teaching on pupils)

Record here the evidence you will collect to enable you to monitor the progress of the pupil(s). Choose a minimum of three sources.

One source of evidence should be observation and written feedback from your recognised supporting teacher.

Other sources of evidence might include:

- evaluation of lesson plans
- pupil voice – recorded interviews (audio or video), questionnaire feedback, pupil self and peer assessment
- annotated photographic evidence of learning in progress
- examples of pupils' work
- observation/written assessments of pupil learning
- audio and video recordings of teaching
- data

Evidence

State Evidence 1	a) Observation and written feedback from Teacher Tutor for first observed lesson of PDA 1 b) Observation and written feedback from ICT leader for second observed lesson for PDA 1
State Evidence 2	a) PDA 1 lesson plan 1 and evidence b) PDA 1 lesson plan 2 and evidence
State Evidence 3	a) Half termly planners for writing b) WAU overview c) Fortnightly planners for WAU (4 planners) d) Samples of work of 4 boys (planners and completed non-chronological reports)
State any Additional Relevant Sources of Evidence	

PDA Learning Log

My PDA and associated plans have been discussed and agreed by:	
Date:	