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Assignment Title: Critically reflect on your pedagogical progress demonstrated through required elements of the Professional Learning Passport, identifying a specific area for professional development and justifying next steps for improvement

	Target	What I have done in this assignment...
Target 1	Proofread better in order to express ideas more clearly.	I believe that I have thoroughly read through this assignment and that my ideas are concise yet explained well.
Target 2	Use academic voice, only using first person in self-reflective sections.	This assignment is based on self-reflection, so I have continued to use first person in several sections as they are reflective. Literature-based sections have been written using third person academic voice.
Target 3	Write a more focused and concise introduction, that clearly demonstrates what the essay is about.	My introduction identifies my area of development clearly and explains why I have chosen this area.

Part 1: Professional Learning Passport

Bridging 2 Reflection

Meet

Tystiolaeth / Evidence	Adfyfyrto / Reflect
We met via Microsoft Teams to discuss potential AFL strategies and the importance of the four dimensions in the Great Teacher Toolkit document. Prior to the meet stage, we each read and made detailed notes on a particular section of the Great Teacher Toolkit, and mine was Maximising Opportunity to Learn, which focuses on the importance of classroom management and time management in order to make the learning the focus of the classroom, and minimising distractions and disruptions. It also speaks of the importance of giving clear and concise instructions, as well as emphasising the need for students to understand the rules and expectations that are laid out for them, along with an awareness of the consequences for not adhering to the rules and expectations.	I have learned more potential AFL strategies, such as collaborative marking with the learners. It is important that every child knows where they are at with their learning, and what they need to do in order to improve and get the most out of their learning experience. I have learned about the four dimensions of teaching in the Great Teacher Toolkit, and some really interesting ways to implement them into the classroom setting. I enjoyed having the opportunity to share our ideas on AFL strategies and other dimensions of the Great Teacher Toolkit, as sharing our ideas can give us further strategies to implement in the classroom, to adapt our teaching to best suit our learners. Going ahead into the test stage, I will try and focus on collaborative marking and questioning as formative assessment strategies. Questioning is particularly effective as it helps you to evaluate where the children are at and where any potential gaps in knowledge are. It is a good opportunity to access prior knowledge and evaluate what they children can remember from previous lessons. It is also an opportunity to push the students to answer even more challenging questions and push themselves to work to the best of their ability. This meet stage has also shown me how developing good AFL strategies and engaging with the Great Teacher Toolkit can help to develop pedagogical competencies, helping to improve my teaching practice.

Test

Tystiolaeth / Evidence	Adfyfyrio / Reflect
I implemented several AFL strategies into my lessons across the bridging period, but will particularly focus on two: The first was "thumbs up" sheets, which outline the learning objective and the activities completed at the top. There is then a section which outlines the success criteria in bullet points, with "B D A" next to it. The children circle one of the three letters, B meaning Beginning, D meaning Developing and A meaning Able, to indicate where their understanding is at. There is then a set of pictures at the bottom, one of a thumbs up, one of a thumbs down and one in the middle, for the children to colour in to indicate their overall feelings around the topic: "I understand, I had some help, I found this tricky". The second is the idea of peer/self assessment using purple pen. After a piece of writing has been completed the teacher sits with small groups (approximately 4 in a group) and asks the children to read out their writing to the others. Each person in the group then provides feedback about what they liked about the writing and what could potentially be improved on. The teacher gets involved in this discussion, often pointing out grammatical errors to be corrected, etc. The teacher has read the writing prior to this group assessment, and so has a clear idea of where the areas of improvement lie. Taking the advice from their peers and teacher on board, the child then makes changes and adds to their work in purple pen, so it is easy to see what has been added and what was there originally. It is then easy to see where they have recognised the areas that may need improvement and have worked on them. Aside from the two strategies I have chosen to focus on, I also make use of regular questioning, particularly during and at the end of the introductory section of my lessons, as well as in the plenary at the end. There is a focus on	The first of my two AFL strategies works well with the children as it gives them an opportunity to have their say as to how they are feeling, separate from the amount or quality of work they have produced. It is a fantastic indicator for the teacher, to see the general consensus amongst the class or groups and their feelings towards each topic covered. The second AFL strategy provides a chance for the children to practice their oral and reading skills, as well as refresh their memory about their piece of work, as this assessment is usually carried out on a different day. The teacher taking up the role as just another one of their peers allows for corrections and suggestions to be made without feeling the pressure of having a teacher tell you or mark your work. This AFL strategy also promotes positive thinking and encourages collaboration. Being able to visually see what has been added in a purple pen allows the child and the teacher to see where the common mistakes may be and thus can be worked on in the future. This strategy incorporates ideas from many points of view and allows the child to take up new perspectives when learning how to produce better work. It promotes constant improvement and growth. No piece of writing has 0 corrections or additions to be made. Regular questioning allows the children to access prior learning by making links with previously completed lessons and the work that they will be completing on that day. Having constant questions to check understanding allows the teacher to engage where the understanding is at, as well as providing an opportunity for the children to see what they may need to hear/go through again.

accessing prior learning and checking for understanding.	
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Share

Tystiolaeth / Evidence	Adfyfyrio / Reflect
The share day gave me an opportunity to talk about my experience in testing different AFL strategies in the classroom. I put together a powerpoint and a document full of notes about how I implemented the AFL strategies, what worked well, what could have been adapted for next time and some links to theory. I was also able to hear various other ideas from other students, some of which I could implement in my own teaching in the future.	Being able to share my ideas gave me a further opportunity to reflect on the success of my AFL strategies in the classroom. Hearing other students' ideas and what they had implemented also gave me some ideas to use in the future. I was also able to hear about other students' experiences in different year groups/phases, giving me some idea of what my experience may be like after the phase swap. This whole experience has given me an even greater understanding of the importance of constant assessment for learning in the classroom, as well as making me realise that I actually implement several AFL strategies naturally in my teaching without even realising it. I am looking forward to continuing the implementation of AFL strategies in my teaching, as well as developing new ones and reflecting on their success. This all contributes to the development of my own pedagogical knowledge and competences, and I am glad that I have had the opportunity to look closely at how these strategies really work in the classroom setting.

DGB/SKD

Rhifedd / Numeracy

Evidenced by an asset? ✓

Proportion, Area and Scaling FutureLearn Course (Week 1-4 Worksheets + FutureLearn Screenshots)

I completed a four week long course on FutureLearn, provided by STEM on proportion, area and scaling, as I felt that these were areas of Maths in which I definitely needed a refresher. These types of questions would certainly be for the upper end of KS2, and so I needed a reminder of how to complete them myself, especially as I have elected to work within KS2 for PTE2.

As demonstrated in the screenshots, each week several help videos were uploaded, explaining how to solve various problems to do with proportion, area and scaling in a variety of different contexts. Each week had accompanying worksheets, which I have uploaded here as evidence of my work in these areas every week of the course. There is also a screenshot which describes everything that I have learned on the course, as well as proof of course completion.

Unfortunately, the official accreditation via certificate came with a £62.99 membership cost, which I cannot afford to pay, but there is evidence of the full course completion provided.

This course has allowed me to develop my Maths competencies in areas that certainly needed strengthening, and helped me to refresh my knowledge on certain themes. I will be able to apply what I have learned into a classroom context on my next placement and in the future.

Cymhwysedd Digidol / Digital competence

Evidenced by an asset? ✓

Class Dojo Training

I attended a 1 on 1 meeting on Microsoft Teams (for which I have provided a screenshot) with one of the Year 3 teachers in my placement school, as she trained me in how to use Class Dojo, the online system on which the home learning work is set during lockdown. She showed me some of the most useful features of the website, and how to best make use of the system for the benefit of the childrens' learning. I now feel confident in using several of the features of class dojo, including setting work, posting messages and notices for parents, marking work and uploading worksheets. This has proved essential in the second half of PTE1, as this entire placement was conducted online via home learning due to the National Lockdown. I have therefore been able to contribute much more successfully to the overall setting of work for the two Year 3 classes this term.

Datblygu'r Gymraeg / Welsh Language Development

Evidenced by an asset? ✓

Athrawon Course: Welsh for Practitioners/ Cymraeg i Ymarferwyr (Certificate)

I completed this course with Dysgu Cymraeg in my spare time during the first term of the PGCE, in order to better facilitate my classroom Welsh. The course consisted of two parts, each consisting of five modules. The first part was a more accessible, general introduction into Welsh and ways of using it incidentally around school, for example in the staffroom and giving instructions in the classroom. The second part was a more intense look at how to incorporate Welsh into all aspects of school life, through assemblies, talking with individual pupils, leading a class, and more ways of sprinkling Welsh phrases into every lesson.

I learned a lot of new helpful phrases to use in the classroom, as well as having the opportunity to practice those learned through the University Welsh classes. This will prove invaluable in my teaching practice, as I will be able to make regular use of the words and phrases I have learned to improve the Welsh Language exposure and learning within the pupils. This will also aid my

own Welsh language development in the long run, as I am committed to learning as much as I can in my own time.

Safonau/ Standards

Professional Experience Template 1: The Day the Crayons Quit Lessons

Pedagogy Standard: Advancing Learning: Four Purposes for Learners

What did you do and why?

Within the final week of my placement in my first class I planned and delivered several lessons under the theme of 'The Day the Crayons Quit'- a book by Drew Daywalt. The array of activities and learning that took place based on this book covered all of the four purposes for learners under the new Welsh curriculum. Covering all areas across the same theme is a key part of the new curriculum, and you can see below how these were all covered within the planning and delivery of this theme:

Healthy, confident individuals

- *Are building their mental and emotional wellbeing by developing confidence, resilience and empathy:* One of the tasks was an oracy task, based on being able to empathise with others' situations and talk about how they might feel if they were faced with a similar situation. This involved 'what would you do if...?' cards based on some of the emotions expressed within the story.
- *Have the confidence to participate in performance:* During the oracy activity, a lot of confidence was required to speak aloud, as this was done in groups of around 10 children, and was also being recorded for oracy evidence.

Ethical informed citizens

- *Understand and consider the impact of their actions when making choices and acting.* Within this same oracy task, the children were made to think about how they treat people and how their actions can affect others, just like in the story. One of the challenge activities for the week was also to have a discussion in small groups about different emotions and what makes you feel them. This gave the children an insight into what makes their friends feel different things, and how they can act to ensure that their friends always feel positive emotions.

Ambitious, capable learners

- *Can communicate effectively in different forms and settings, in English and in Welsh.* Both the oracy and emotions challenge activities gave the children an opportunity to share their thoughts orally, within a group setting, as opposed to their usual work of writing in their books. Within the emotions challenge activity the children were encouraged to express the emotions in Welsh- "Dw i'n hapus",etc. Within the numeracy activity the Welsh names for the colours of the crayons were also promoted orally and written on the sheet alongside the English.
- *Can use number effectively in different contexts.* The numeracy task based on this story was about developing measuring skills using a ruler, as well as understanding the mathematical concept of estimation.

Enterprising, creative contributors

- *Express ideas and emotions through different media.* The array of activities allowed the children to express their emotions and thoughts in many different ways. There were two oral activities, as well as a written opinion activity where they wrote about their favourite crayon and why it was their favourite.

What have you learned?

I already knew a lot about the four purposes of the new curriculum, but I didn't realise how natural it would be to incorporate them all into one particular theme. It is important to be able to develop these four purposes within learners, and I will aim to ensure that my future lessons do so.

What next?

I will endeavour to ensure that most of my lessons have some link to all four purposes, as they are what helps the children to develop into well rounded individuals, ready to contribute to society. There are often fairly natural ways of doing so, though this cannot apply to every single lesson. Sometimes raw skills need to be focused on.

Professional Experience Template 2: Year 2 Storyboarding Lesson

Pedagogy Standard: Refining Teaching: Differentiation

What did you do and why?

This week's topic in my Year 2 Class was Diwali, and I was in charge of delivering the lesson around the story of Rama and Sita. I began by showing the class a simplified video of the story, then asked them questions afterwards to check that they understood what they had seen, and were able to recount the story. The task for the week was then to be able to create a storyboard of what happened at each stage of the story, demonstrating the ability to retell the story, and developing their literacy and story writing skills.

The children in the class are of varying abilities, so it was important to recognise that storyboards within each group would look very different, and display differing ability.

The lower ability group struggle greatly with writing, so were set the task of ordering 8 pictures from the story, then retelling the story verbally, filmed on Ipads, with the challenge of writing a sentence or two of their own.

The middle ability group were asked to order 8-12 pictures (selection made by me based on their personal ability, as even within the group there are mixed abilities) from the story, and write their own description of what happened at each stage. They had a good amount of adult support, particularly with tricky spelling, and made use of a word mat I had created to help them with ideas.

The higher ability group ordered the 12 pictures of the story and wrote their own descriptions of what happened, but in a far more independent manner, also making use of the word mat provided. They also had the challenge of using time connective words, of which I had also provided some examples on their word mat, to enhance their writing quality.

What have you learned?

It was important to be able to differentiate the storyboarding activity for the groups of different levels, as a blanket approach would not have worked. Differentiation in the classroom is extremely important, as every child works differently, and you can not expect work of the same standard to be produced by everyone. It is necessary to tailor the activities to the ability level of

each child. This week's activities gave me valuable experience in developing differentiated learning, and an authentic context for this working in the classroom.

What next?

I am even more aware of the necessity for differentiation in the classroom, as students all work at their own unique ability level, and the learning needs to be accessible for everyone. I will ensure that every lesson I plan is differentiated to an extent, in order to get the most out of every child's learning experience.

Professional Experience Template 3: Aiding Communication with Spanish Language Pupil and Parent

Pedagogy Standard: Influencing Learners: Listening to Learners

What did you do and why?

A new pupil was due to start in my placement class in January this year, having not attended school of any kind for over a year. She has cerebral palsy and is in a wheelchair, so needs a lot of extra support. On top of that, she is not a native speaker of English, coming from a Spanish family, and so communication issues have arisen. Due to this, my second placement class was altered for this term, as I completed my BA Degree in Spanish and therefore have a very good grasp of the language, and so my skills could be put to use.

Within the classroom environment I would have had greater opportunity to help this particular child with her integration into the class. Both her parents and the school outlined the development of social skills as a key aspect of her school life that needed improving, and so the current situation we are facing within this global pandemic is very tough on her development. I was lucky enough to meet her in person on my final day of placement in December when I visited the class.

During my conversation with this student we outlined exactly what it was that she wanted to get out of her school experience, having been out of a school-based setting of any kind for over a year. I let her lead the discussion at first, allowing her to express exactly what she wanted. She told me that she wanted to make new friends and improve her conversational skills in English, and that this was her first priority. I think prompted her by asking her about different

subject areas and the kinds of things she liked to do. She informed me that she loved art and creative tasks such as colouring or drawing, as well as reading- particularly in English. She indicated that she found maths and numbers 'easy' but she did not like this subject area much. Understanding her interests and what kind of work she likes to produce can not only help her support staff and teachers to develop activities that will suit her needs, but also let her have a say in the type of learning she wants to take part in. Her opinions were the most important thing here, as the school wanted to be aware of what her own priorities were for her learning.

What have you learned?

This may be a special case, in that this child's learning needs to be adapted to best support her physical needs as well as her educational ones, but that does not mean that this type of approach isn't applicable to all children. I believe that students should have a say in what they are learning, and that teachers should actively seek to get the children's opinions on what goes on in the classroom. At the end of the day, the priority is their learning, and so everything possible should be done in order to best facilitate that. Children are more likely to get something out of an activity if it is something they have an invested interest in.

What next?

Learners have a voice and should feel comfortable to share their opinions on their learning. I intend to make reflection of learning by the children a more active part of my teaching practice in future, having seen the difference it has made in this situation.

Part 2: Critical Reflection

Refining Teaching: Differentiation

Introduction

The area that I have elected to explore is differentiation. In the case of the professional experience template provided, I felt that differentiation worked very well, but in other cases it can be difficult to differentiate work without limiting the children. I have found during my placement that children are very much aware of their ability grouping, no matter how one may dress it up with colours or creative names. Children know if they are in the lower ability group and in turn often set lower expectations of themselves. If a child sees that they are expected to produce less work than somebody else in the classroom, then they tend to limit themselves to this level of work, even if they might be capable of pushing themselves further. I experienced this first hand in my first placement school, as I set the lower ability group in maths a worksheet with less questions to complete than the middle and higher ability groups. Despite the fact that I included challenge questions for them, to allow them to push themselves further, this group of children gave up after they had completed the first set of questions, declaring that they did not have to complete any more work because they were the 'masterminds' group. They had become moderately aware of the fact that expectations of their produced work were lower than that of their peers, and this severely halted their motivation for learning. I have identified that in order to develop my practice I need to understand ways of incorporating differentiation that differ from simply the amount or quality of work expected from the child.

I think that differentiation of work is vital, as all children work differently and have varying areas of strength, but the manner in which differentiated work is delivered needs to be handled with care as to not lower the child's expectations of their own learning.

Critical Discussion of Chosen Aspect

Differentiation can take place in many forms within the classroom. Tomlinson and Strickland (2005) outline four key methods of differentiation, which are content, process, product and learning environment. Content refers to what the children are learning, process meaning the way in which they learn, product refers to the work that they are required to produce as

demonstration of acquired knowledge and learning environment denotes factors of learning such as physical movement and adult help. These methods of implementing differentiation have all delivered results in the classroom, as shown through several studies. An example of this is a study conducted by Hodge (1997) which showed that students' mathematics scores improved when they prepared for the test using differentiated instruction. The aforementioned study also, however, showed that reading scores were not improved through this method, suggesting that more information is needed in order to successfully differentiate learning in all areas within the classroom.

Anderson (2007) states that a deeper look into students' interests, prior knowledge and learning styles needs to be conducted in order to differentiate in a manner which best benefits the students' learning and individual needs. There are a variety of factors that play into the way in which a child learns, some of which include gender, culture, experiences and interests, and therefore it is important that as practitioners we are able to take these differences into account in order to acknowledge the strengths and accommodate the limitations of each child (Guild, 2001). A comprehensive understanding of your students is required, as differentiation must be adapted to help play to their strengths. This in turn will allow activities and methods of differentiation to be delivered in a manner in which the best possible results are garnered from the students' learning (MacGillivray, et al, 2004). Even though the overarching aim of differentiation is to facilitate students' learning for the purpose of achieving better grades, it has a much greater focus on addressing the needs of the learner as an individual in the first instance (Tomlinson, 1999). Without a method of delivery and work style that suits the needs of the learner, these results cannot be achieved.

Research conducted shows that differentiation often yields benefits when implemented successfully, in particular for the higher ability students. A study by Tieso (2005) showed that differentiated instruction successfully challenged high-ability students and improved their mathematical achievement, but the danger with differentiated learning can be that lower ability students may be left behind. On the other hand, Hertberg-Davis (2009) argues that differentiation is labeled as nothing more than a coping strategy for supporting lower ability learners, and is not seen as sufficient in challenging higher ability students. This idea is supported by research that suggests that differentiation often leads to lower ability groups

holding the teacher's full attention, as delivery of lessons is carefully and strategically planned to enhance their learning, and higher ability students can often be left to their own devices as they are seen as more capable of independent learning, which may lead to higher ability students not being fully challenged (Hertberg-Davis, 2009). This does, however, elicit improved results amongst lower ability students, as demonstrated in a study by McAdamis (2001) which reported significantly improved test scores in Missouri for lower ability students. Yet the question remains, can differentiated learning benefit all students?

Lawrence-Brown (2004) claims that differentiation with regards to the delivery of instructions can be beneficial for students with a range of academic abilities. His theory is backed up by research conducted by Baumgartner, et al (2003), who studied differentiated instruction strategies in elementary and middle schools in the context of improving reading. They found that in all three of the classes studied, attitudes towards reading as well as reading comprehension skills were improved. This vast difference in findings between researchers promotes the idea that, like with many teaching and learning techniques, it is essential for the teacher to know the class well in order to implement the strategies that best work for their particular students. No two classes are the same, and every learner is different and so it is ill-advised to state that differentiation works for everybody (Brighton, 2002).

Research seems to suggest that it is the manner in which differentiation is implemented that is contested, rather than the concept itself. It is mostly agreed by researchers that differentiation can increase motivation and promote higher academic achievement when implemented successfully, (McNamara, et al, 1997) but there is some debate as to what differentiation actually means for the classroom. Some theorists see differentiation as a means of providing the best possible learning for children as individuals, based on their interests and learning styles (Petty, 2004), whilst others view the method as a means of streaming or grouping students based on their ability level (Terwel, 2005). The fact that there is still misunderstanding within the education system as to what differentiation actually means for the learner makes it harder for the method to be delivered successfully in the classroom (Taylor, 2017).

Konstantinou-Katzi (2013) claims that differentiation can both provide a solution to delivering lessons that are beneficial for learners of mixed abilities and address the individual needs of the pupils, if applied correctly. This concept of differentiation can be linked back to both Vygotsky's

intervention theory and Gardner's theory of multiple intelligences, as they focus on the individual needs of every child. According to Wu (2013), differentiation allows progression in students' learning at a suitable pace for each individual, when applied correctly, regardless of their previous knowledge or understanding.

One issue that arises when it comes to the implementation of differentiation in the classroom is the idea of grading. It is widely agreed that grading of students should be based on the fulfilment of success criteria, (Guskey, et al, 2001) but how can a class full of students learning different content at varying pace with differing amounts and quality of produced work all be measured against the same success criteria? The aim of differentiation is to allow for children to work towards the same goal, but achieve it through differing learning methods that best suit their needs (Tomlinson, 2005), but how realistic is it for every child to achieve the same level of knowledge and understanding as their peers in a mixed ability classroom, when content, process, product and learning environment are differentiated?

A further issue that prevents differentiation from being delivered successfully for every student in a lot of cases is that the workload for teachers is pushed to the limit. It seems unrealistic for every single lesson to be delivered at a variety of different levels, with varying instructions and outcomes for the children (Westwood, 2013). The teacher can only stretch themselves so far. It is near impossible to provide every student with a method of learning and delivery that is tailored to their learning style and ability, due to the fact that there are usually around thirty children in the room and the teacher cannot give their full attention to one child, or even one group of children, so individual learning needs cannot always be addressed (Galton, et al, 1992). Many practitioners believe that there is too much emphasis placed on differentiation and teaching should instead be adaptive and inclusive to include students of all abilities and interests, instead of attempting to run several differing activities within one classroom (Westwood, 2013).

Differentiation is often indistinguishable from the idea of grouping, when in fact there is far more to it than that (Wu, 2013). Therefore, differentiation remains a contentious issue within education research, as there seems to be a common misconception over what it actually means. It is evident that differentiation has a role to play in the modern classroom, but it is

essential that a better understanding of the concept and what it means is established within the profession before it is able to reap the benefits for learners that it has the potential to.

Conclusion

The methods of differentiation that I have witnessed and conducted during my placement have been tailored towards ability grouping, and have neglected to consider the other elements of differentiation such as interests and learning styles. Just because a group of students achieve relatively similar grades does not mean that they can all benefit from being taught in the same manner.

During my first placement I tended to differentiate by outcome, i.e: work that was to be produced by each group of students. In my teaching practice I will now look to develop differing strategies of differentiation, such as by instruction or by content itself. In my first placement class I would deliver the lesson introduction and instructions to the whole class, so the content that was learnt was the same for every child. Therefore, to develop my practice further I could alter the content itself in order to benefit the learning of each child.

Differentiation is about so much more than providing differing worksheets for groups of varying academic ability, and this is something I aim to explore further on my next placement. I have worked under one of the four recognised headings of differentiation methods- 'product', as I have implemented differentiated worksheets in several of my lessons. I have also begun to explore the idea of 'learning environment,' as I made use of TAs in my first placement to provide extra support for lower ability learners, but this concept is something I hope to explore much further in the future. I will endeavour to include differentiation by 'content' and 'process' and analyse the success of such methods in my classroom. This can be achieved through group teaching and altering the instructions given to suit the tasks given to different ability groups. I strongly believe that every class is different and that a blanket approach cannot be applied when implementing differentiation. I will be able to assess what works best for the learners in my classroom, and which methods of differentiation get the best out of them, and adapt my teaching approach in order to best facilitate their learning.

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