

Overview

Tuesday, 10 December 2019 13:28

Student Name: Lauren Prynne

Student Number: 1903663

Assignment Title: A Portfolio Which Illustrates a Critical Reflection of Progress Made on the Planning and Implementation of Three Pedagogical Principles.

Pathway: Primary PGCE

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1903663_student_uowtsd_ac_uk/Ehny5Ovg4I9Jvz9G3Bp-2bUBL3AfV3PR0TRj-rs877ccLQ?e=srUCdW

	Target	What I have done in this assignment..
Target 1	Aim to be neutral avoiding generalizations.	Ensured to give both points to an argument.
Target 2	Ensure the context is given clearly in order to establish other aspects that may have impacted on the incident.	Ensured context of lessons were given clearly in annotations.

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Consent form for taking photographs and filming

Statement
Student-teachers must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Lauren Prynne as a representative of the APLA, to:

(Tick accordingly)

Take photographs ☒

Film ☒

Record ☒

Name of Head teacher/ Senior Mentor: Rhian Milton

Signature: [Signature]

Name of School: Cadoxton Primary

To be completed by student-teacher:
If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Professional Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student-teacher: Lauren Prynne

Signature: [Signature]

Student no.: 1903663

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary):

Date: 25/10/2019

Thank you for your co-operation.

October 2019

Splat

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After introducing the children to clothing items in Welsh, I asked the children to engage in a game of 'splat' where the children would need to splat the correct item of clothing corresponding to my verbal prompt. This was a method I used in this Welsh lesson as this was something I had previously observed the class teacher do, therefore I thought it would be beneficial to do something the children were familiar with.

This game of 'splat' allowed to gauge the children's understanding on the topic we had just learned. It is beneficial as the children enjoy using the splatter and are highly motivated to get the correct answer. The children also gained an authentic experience by using real clothing items. Due to the children's age, some tended to shout out the answer to their peers. This gave some children the answer without having to think for themselves. Next time, I will ensure to tell the children prior to the activity not to shout out the answer to their peers.

Teaching & Core Learning	Children will be split into 4 groups (<u>coch</u>, <u>melyn</u>, <u>glas</u>, <u>gwyrdd</u>) Teacher to verbally ask children "<u>sut mae'r tywydd heddiw</u>". Teacher to ask children to ask the person next to them. Teacher to put weather clothing items in the middle of the circle. Teacher to go around the circle and ask children to pick and item of clothing and say in Welsh. Teacher to lay out clothing symbols on the floor for splat game. Teacher to say "<u>dwi'n gwisgo...</u>" "Child to splat the symbol corresponding to the Welsh clothing phrase.	Children to ask and verbally respond in partners to the question in Welsh. Children to take it in turns to verbally say what clothing item they have in Welsh. Children to splat clothing symbol relating to the phrase.	Weather clothing items. Weather clothing item cards.
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Subtraction

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Initially, to introduce the children to subtraction, I modelled the subtraction process on the recycling resource whilst simultaneously verbally saying this subtraction sum. I then modelled writing the subtraction problem as a sum on the white board for the children to see the three different ways subtraction can be shown. After introducing the children to subtraction in mathematics and numeracy, the children were assessed on their understanding of the concept through asking the children directly to come up and either; 1) physically put the correct amount of rubbish in the recycling bin resource, 2) verbally tell me how to write the abstract sum on the board step by step, or 3) write the abstract sum on the board themselves. I did this to ensure the children fully understood the concept of subtraction as this was the first time they had been introduced to it.



Every child who was asked a subtraction question were asked to display this in a way that was suitable for them. The differentiation to display their answers was beneficial to the class as children from all attainment levels were able to display their understanding in one way or another. This was also a beneficial process for children who I was unsure about as this allowed me to observe their confidence in one aspect (putting the rubbish in the bin) and allowed me to then ask them to show this in a different aspect (verbally telling me what to write), meaning some children were building their confidence. It is important for me to consider children's self-esteem when carrying out an activity like this, as I did not have the time to choose every child and this may upset some children. It is also important to consider if the children are aware of the different levels, as this may also have an impact of their self-esteem.



Opening phase (with links to prior learning)

Teacher to directly ask children to physically go through the subtraction process by putting the pieces of rubbish into the bin of the recycling process whilst doing the mathematical problem.

Initially, teacher to show mathematical problem as a written sum on the whiteboard to show children the problem in its abstract form.

After a few attempts of modelling, teacher to ask children in turns to either verbally tell the teacher what to write on the board as they go through the subtraction problem on the recycling resource or write the abstract sum on the whiteboard themselves.

Children chosen to go through subtraction problem by putting the 'rubbish' in the bin and seeing how much they have left.

Children to look and verbally say what teacher is writing on the whiteboard. "seven minus one equals six"

Children to verbally tell teacher what to write on the board e.g. "three minus two equals one" as they demonstrate the problem on the resource or write the sum themselves.

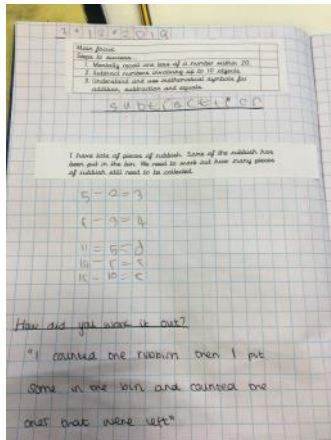
Recycling Resource



White board

Steps to Success

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Year 1

Main focus:	
Steps to success...	
1. Mentally recall one less of a number within 20.	
2. Subtract numbers involving up to 10 objects.	
3. Understand and use mathematical symbols for addition, subtraction and equals.	

Reception

Main focus:	
Steps to success...	
1. Mentally recall one less of a number within 10.	
2. Take away objects to find "how many altogether?"	
3. Solve simple problems in a practical situation that involve simple addition and subtraction up to 5.	

Prior to the mathematics and numeracy lesson, I pre-stuck the 'Steps to Success' (success criteria) in the children's books in order for the children to be aware of the learning intentions of the learning experience. When working with the children 1:1 in their books, I explained the Steps to Success at the beginning to enable them to have an understanding of what was expected from them for the learning experience. This method of AfL was chosen as this was introduced to me by the foundation phase leader/year 2 teacher who used this in her classes mathematics and numeracy books. We discussed how this was successful for her children as the steps for success varied for each child and allowed differentiation in the lesson.

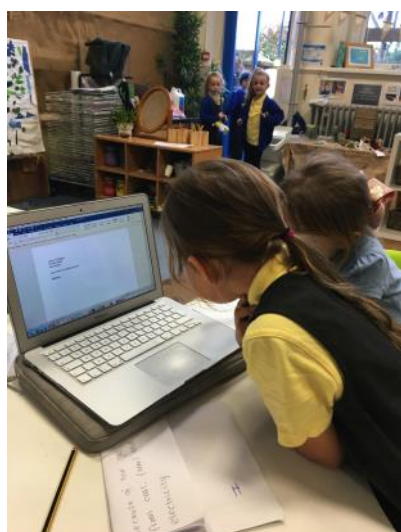
I ensured each child had a steps for success that was suitable for them, these varied from reception level to year 1 level. Explaining the steps to success to the children 1:1 allowed the children to have success criteria that was suitable for them read to them. I found this was beneficial for children with less confidence in the area of learning as their awareness on the task was enhanced. I also found this beneficial for differentiating the task as the steps to success were appropriate for each child. I may need to ensure that when reading the steps to success to the child that I would relate them to the task and give the child an example on how this step to success will be achieved to give the child a deeper understanding.

Our World Our Responsibility

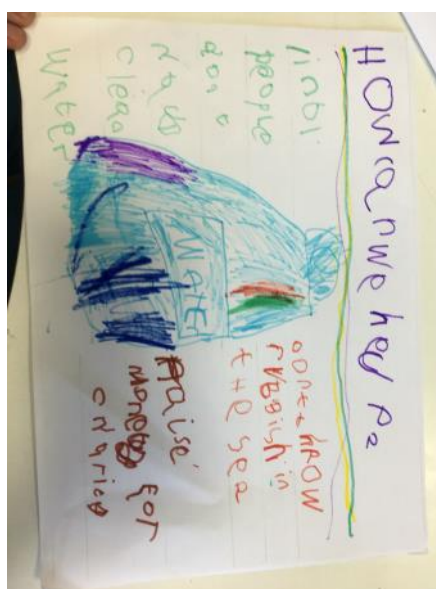
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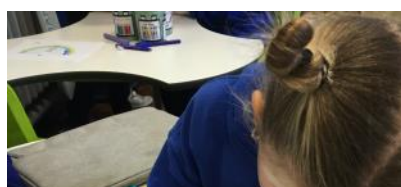
As part of the children's Humanities inquiry 'Our World, Our Responsibility', the children worked in pairs and small groups to research into their topic and present their finding on either a poster, news paper report, or a news report. Firstly, the children used digital devices to research into and find out information on their chosen question (how poorly is our planet?; how big is your carbon footprint?; are you hungry?; is your water dirty?) (DCF). The children then presented their findings by writing on posters/typing their news paper report/typing their script (LLC/DCF), drawing, colouring and decorating their pieces of work (Expressive Arts), and using a digital device to record and edit their news report. This learning experience displays a blend of Humanities, LLC, DCF and Expressive Arts.



News paper article created by the children.



Poster created by the children.



Jade and Eloise
News Report Script



Jade and Eloise
News Report Script
How dirty is your water?

Jade: Good morning welcome to Newsround

Eloise: There is lots of dirty water in the world.

Jade: The water is getting dirtier because of littering.

Eloise: People who don't have clean water can't be healthy.

Jade: Here are some ideas of how we can help.

Eloise: Don't throw rubbish into the sea.

Jade: Use less plastic.

Script for the children's news report created by the children.



[harry and harvey.mp4](#) - link to children's news report.



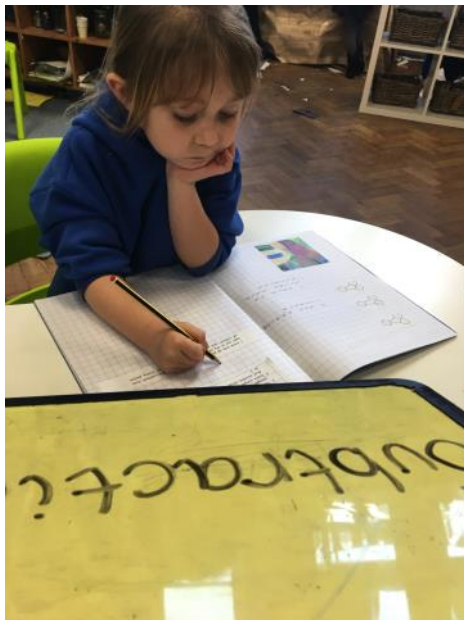
Subtraction

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To introduce the children to subtraction (Maths and Numeracy), I used a familiar recourse - the mini recycling centre (Humanities) to engage the children with this. The children wrote the title themselves in their maths book (LLC). I proposed the problem "I have lots of pieces of rubbish. Some of the rubbish has been put in the bin. We need to work out how many pieces of rubbish still need to be collected". The children used the resource to work out the subtraction problems by counting the pictorial pieces of rubbish. As the children had recently engaged in a Welsh colour lesson with me, I assessed the children's learning in this context by asking the children what the different colour boxes were in Welsh (Welsh/LLC). This learning experience displays a blend of Mathematics and Numeracy, Humanities, LLC and Welsh.





2 * 1 2 * 2 1 9

Main focus:	
Steps to success:	
1. Mentally recall one less of a number within 20.	
2. Subtract numbers involving up to 10 objects.	
3. Understand and use mathematical symbols for addition, subtraction and equals.	

SUBTRACTION

I have lots of pieces of rubbish. Some of the rubbish has been put in the bin. We need to work out how many pieces of rubbish still need to be collected.

$$5 - 2 = 3$$

$$8 - 3 = 5$$

$$11 - 5 = 6$$

$$14 - 5 = 9$$

$$16 - 10 = 6$$

How did you work it out?

"I counted one rubbish then I put some in the bin and counted the ones that were left"

Welsh

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As part of the children's Welsh learning experience, children sang Welsh songs (Expressive Arts) at the beginning of the lessons to introduce the children's learning on weather and colours. Children then used their LLC skills to communicate the Welsh language terms verbally to me and their peers. For the plenty, children used digital devices to take pictures of themselves wearing the item of clothing (DCF) for the Welsh display board in their classroom. The children also used digital devices to record themselves having a conversation in Welsh in order for them to watch themselves back and reflect on their learning experience. This learning experience displays a blend LLC, DCF and Expressive Arts.



Recycling Recourse

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As part of the children's enquiry 'Our World, Our Responsibility', I created this recycling resource for the enhanced provision challenges in the classroom. The resource challenges the children to sort every day items in the correct recycling bin, enhancing the children's understanding on how different materials get recycled.



Welsh clothing lesson

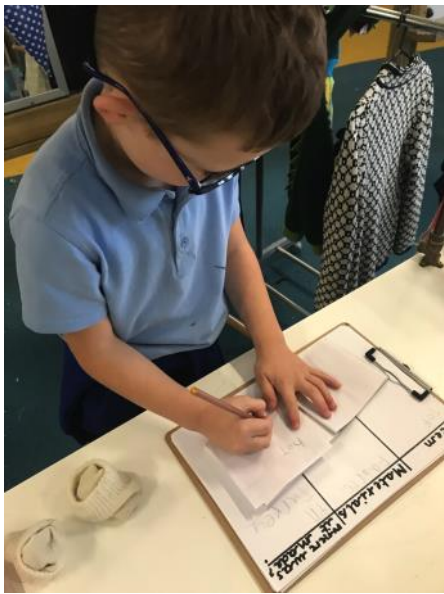
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To introduce the children to new vocabulary, real items of clothing were used. The children were chosen one at a time to come up at the front of the class to try on the items of clothing to say "Dwi'n gwisgo...". I choose to teach the children with real items of clothing in order to create a more memorable lesson for the children, in which they could transfer their new vocabulary into a situation that was real.

After our all class Welsh lesson on clothing items in Welsh, I took a group of children at a time to the Village in the school for them to role play in the clothes shop buying and selling items of clothing in Welsh. The children even wrote receipts in Welsh! This experience was put in place for the children to contextualise their learning into a real life experience.





Rugby World Cup

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As part of the children's enquiry on the Rugby World Cup, the children visited the Principality Stadium to enhance their learning on the Welsh Rugby Team.



Our World, Our Responsibility

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As part of the children's enquiry, 'Our World, Our Responsibility', the children took part in a protest with banners and buckets they had made throughout the week. They walked down to the local town and sang songs around the Christmas tree to raise money for their chosen charities that related to the enquiry.



A written critical reflection of your progress in planning and implementing the pedagogical principles, with recommendations for ensuring further progress

Sunday, 5 January 2020 14:32

Good teaching and learning have been noted by several sources as difficult to define. Donaldson (2015) focuses on the word 'pedagogy' in *Successful Futures*. He notes how pedagogy is far more than 'teaching' and has introduced twelve pedagogical principles to establish the different aspects of teaching and learning that teachers should strive to reach and demonstrate successfully. Focusing on three of the pedagogical principles, this assignment will introduce, examine and discuss them by reflecting on their implementation with recommendations for the next steps.

The first pedagogical principle considered is 'Good teaching and learning means employing assessment for learning principles.' An assessment for learning method offers teachers an insight into the success of learning. It is an ongoing, integrated, interactive, informal, in-class assessment that is a necessary and fundamental element to evaluate the success of teaching and learning (Johnson, 2012). Trauth-Nare and Buck (2011) stress the importance of providing learners with ongoing encouragement to share their thinking in order for assessment for learning to be successful. These methods involve providing feedback and adjusting teaching methods and materials to meet the needs of the learners (Donaldson, 2015). The importance of using assessment for learning strategies is identified by (Bowen and Ellis, 2009), who state that each lesson plan should include opportunities for AfL and that it should be central to everyday classroom practice. Trauth-Nare and Buck (2011) emphasise how AfL strategies are not for evaluating achievement but for understanding what the learners do and do not understand. They carry the idea that if learners believe they will be punished, they will not reveal their confusion about the topic, causing implications for the assessment process. Rowley and Cooper (2009) consider assessment for learning as a confidence-building approach that may enhance learners' self esteem and commitment to learning if presented correctly. It must acknowledge the progress of all learners (Assessment Reform Group, 2002), and should value their holistic engagement to learning (Rowley and Cooper, 2009). Using AfL in the classroom supports raising the learner's standards. In *Successful Futures*, (Donaldson, 2015) writes how Dylan William advocated that effective use of AfL could 'double' the rate of learning in the classroom. Donaldson (2015) states how William considers the process of applying AfL strategies as straightforward but credits the process to change one's behaviour to implant AfL practices regularly into classroom practice as challenging. Each process of assessment may cause various degrees of burden on the learners and teachers, and take larger or smaller amounts of effort and time, dependant on the skill being assessed and why it is being assessed (Johnson, 2012). When creating opportunities for AfL in the classroom, it is important to consider that not all learners will learn at the same rate or have the same starting point for their learning, therefore it is significant to adapt the plan in order to be inclusive of all learners (Clarke, Timperley and Hattie, 2003). Teachers are also able to identify their learners' interests through the use of AfL strategies in their classroom. By beginning with a general focus area, teachers can use this to probe the learner's prior knowledge and their personal interests (Trauth-Nare and Buck, 2011).

To implement the assessment for learning strategies into the learner's mathematics and numeracy lesson, when introducing the children to subtraction for the first time, I ensured I had pre-stuck 'Steps to Success' in their mathematics book prior to

working with them on the topic. Sharing the success criteria with learners is viewed as important by (Clarke, Timperley and Hattie, 2003), who claim it is essential for learners to understand what success looks like. Providing learners with a success criteria that assists their understanding of the learning goals is essential (Bowen and Ellis, 2009). As I was working with the children on a one to one basis, this gave me the opportunity to read the steps to success to each child individually. This ensured that I had their full attention and gave the learners the chance to further enquire into what I was telling them. Bowen and Ellis (2009) state how the success criteria should encourage commitment to goals that are suitable for the learner. Prior to creating the steps to success, I requested a class list with the learner's attainment levels for mathematics and numeracy in order to provide the children with steps for success that were appropriate for them. The class' steps for success varied from three different attainment levels, guarantying differentiation in the task. Teachers plan effectively when choosing appropriate challenging goals and then constructing tasks for the learners to achieve these goals (Hattie, 2012). (Clarke, Timperley and Hattie, 2003) express how sharing the success criteria with learners is not just about copying the success criteria at the beginning of the learning experience, but by determining a deeper understanding of what is wanted, what success looks like, and how the tasks link to these goals. Before working with the learners on a one to one basis, as part of the all-class input to introduce the children to subtraction, I modelled the subtraction process on the recycling recourse to demonstrate the concrete method. I then modelled writing the subtraction problem as a sum on the white board for the learners to comprehend the abstract form. Bowen and Ellis (2009) carry the belief that AfL strategies are most effective when learners are provided with models of the teacher's expectations in order for them to understand what is essential. Similarly, The Welsh Government (2010) understand AfL strategies to be successful when learners are presented with models of expectations in order for them to comprehend the requirements and can use the model to check against. The learners were given opportunities to demonstrate what they had learned in either three of the different methods (see Subtraction annotation). This enabled me to give instant feedback to the learners and allow their peers to be a part of that experience, as I would ask other learners in the circle to assist their peer if a mistake was made. This ensured learners progress in the topic as (Rowley and Cooper, 2009) consider clear and constructive feedback from teachers and peers can support the learner's development. In order to create a more successful learning experience, next time the learners will be given the opportunity to create their own steps to success as a group with the teacher and their peers as this will allow them to develop a deeper understanding of the learning procedure, allowing them to work towards their own goals (Assessment Reform Group, 2002).

The second pedagogical principle discussed is 'Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them' (Donaldson, 2015). Cross-curricular teaching is an important element to teachers' everyday practice. This method of teaching involves subject boundaries being crossed and integrated (Beckmann, 2009), into a a theme by incorporating a large variety of sources, associated ideas and adaptable schedules (Hayes, 2010). It is significant as it assists in strengthening the six areas of learning (Hayes, 2010). Teaching subjects separately may establish artificial barriers in learners' minds, where they may fail to create secure connections between knowledge components, whereas teaching the curriculum as a whole shapes the learner's interpretation of learning as holistic (Hayes, 2010). Rowley and Cooper (2009) identify how teaching in a cross curricular way provides learners with opportunities for breadth and scope that may not be achievable if taught through subject-based lessons. Crossing boundaries between subjects creates enquiries that engage learner's imagination by encouraging them to participate in active investigation that demonstrates their

initiative and ability to discuss issues (Hayes, 2010). The new curriculum provides practitioners with the opportunity to imbed cross-curricular teaching into their practice. The six areas of learning: Expressive Arts, Maths and Numeracy, Health and Well-being, Humanities, Language, Literacy and Communication and Science and Technology introduced by (Donaldson, 2015), diminish traditional subject boundaries with more prominence on learner-centred and cross-curricular learning (Southern, 2019). Regardless of this, teaching in a cross-curricular way has some difficulties. Donaldson (2015) highlights the challenges of cross-curriculum responsibilities by stating how it may be difficult for teachers to maintain the focus on these responsibilities in their practice and ensuring the application is natural as oppose to being an add-on. It is evident that creating links between some areas of learning become more natural than they do between others. This issue has been identified by (Hayes, 2010) who articulates how creating a link between literacy and drama will be simpler than creating a link between geography and music. Teaching in a cross-curricular manner creates demands on teachers by pushing their limits further on their knowledge and understanding and challenging them to advance in ways to support their successful teaching of unknown subjects through their favoured areas of learning (Grenfell, 2002). Difficulties arise in judgment between teachers' perceptions in what way subjects link and others' understanding on those links. In order for cross-curricular teaching to be successful, on one hand, teachers need to make individual choices based on their professional judgment but on the other hand, it is essential for the school to have whole school policies that allow long term tracking and assessment for learning (Rowley and Cooper, 2009). Therefore, in order for cross-curricular teaching to work successfully it is important for co-operation with specialists, other teachers and a whole school approach to be prominent (Beckmann, 2009).

To embed cross-curricular teaching into my practice, I ensured the learners were given opportunities to experience many areas of learning when working with them on their inquiry 'Our World, Our Responsibility'. As the inquiry as a whole is part of the Humanities area of learning, I ensured the LLC and DCF were embedded into learner's learning experience (see Our World, Our Responsibility annotation), as (The Welsh Government, 2019) state the importance of providing learners with the opportunity to frequently practice these essential skills to ensure high levels of ability in them. Donaldson (2015) emphasises how these skills are fundamental foundations to all aspects of learning, and that they are crucial skills children should attain in order to participate successfully in the modern world. Therefore, it will be an important obligation of mine to guarantee the application of LLC and DCF within other areas of learning. Additionally, as part of the learner's enquiry, another area of learning introduced into the experience was Expressive Arts (see Our World, Our Responsibility annotation). The lack of Expressive Arts within education in Wales has been noted by many sources, including; (Welsh Government, 2013; Estyn, 2015; Donaldson, 2015). Therefore (Donaldson, 2015)'s Successful Futures has made recommendations for more Expressive Arts opportunities to be embedded in education across Wales. Ruppert (2006) discovered that learners who were given considerably more opportunities to learn through Expressive Arts experienced improvements in their literacy and numeracy skills. Nevertheless, (Southern, 2019) argues against this by declaring there is a lack of evidence to support these findings. Regardless of this, Expressive Arts will be an area of learning I will embed into my practice as frequently as possible as it is becoming an integral element to the new curriculum (Southern, 2019). A learning experience involving different AoLE's and skills was created as making connections between areas of learning is essential as learning becomes more meaningful and relevant to learners (Kelly, 2019). For the plenary of the learning experience, the learners were asked to produce a presentation of the findings they had discovered using digital devices. The learners were given a choice on how to present their findings. The different variations of presenting involved different areas of learning and skills. Learners

chose in their partners and small groups to either create; a poster (Expressive Arts), a news report (LLC) or a news paper article (DCF). Although it is important to provide learners with choices in learning, it has been understood that providing learners with too much pupil choice may result in them avoiding areas of learning they find difficult, resulting in poor attitudes and habits towards their work (Hayes, 2010). Therefore, to prevent matters like this arising, I will be mindful when giving learner's choices that involve different AoLE's. Furthermore, it would be beneficial if choices given to learners included more than one area of learning, as learners would find it difficult to avoid a particular one. This is something I will consider in my future practice.

The last pedagogical principle deliberated is 'Good teaching and learning creates authentic contexts for learning' (Donaldson, 2015). The importance of embedding authentic learning experiences into teachers' everyday practice is identified by (Nicaise, Gibney and Crane, 2000), who proclaim that teachers should aspire to embed authenticity into every learning experience to guarantee that learners are given the opportunity to develop problem-solving skills and self-confidence in their own learning capabilities. Steventon (2016) addresses how authentic learning experiences have the ability to transform the dynamics of the learning environment by breaking down any barrier's learners have in regard to education. Giving learners opportunities to authentic learning experiences provides them with the chance to build their knowledge and obtain the skills required for success outside of the classroom (Galarneau, 2005). Correspondingly, (Pearce, 2016) emphasises how these learning experiences provide learners with essential life skills through connecting learning and real-life. Donaldson (2015) empathises the significance of learners having the opportunity to understand and appreciate the relevance in their learning to the outside world. Authentic learning experiences incorporates many opportunities to problem solve, connecting learning to the real world as problem solving is a crucial part of everyday life (Lee and Goh, 2012). It also adopts other significant features of learning such as motivation, attitudes and dispositions (Renzuilli et al, 2004). Learners have the chance to collaborate and interact with their community through field experiences (Rule, 2006). A significant amount of the most meaningful learning experiences for children occur outside of the classroom (Barnes, 2015), therefore it is important to take opportunities to allow learners to participate in learning experiences beyond the four walls of the classroom. In Successful Futures, Donaldson (2015) discloses how the Welsh Government has encouraged outside organisations to work with schools across the country, providing learners with a link between their learning and the outside world. Regardless to this, it is important for teachers to understand that authentic experiences do not need to be complex, impressive nor time-consuming as they can merely be activities that capture the learner's senses and emotions by enabling them to use their enquiring minds (Barnes, 2015).

As part of the children's Welsh lessons, I introduced the children to new vocabulary; clothing items. Real clothing items were used to engage and enhance the learner's learning experience and create a meaningful lesson (see Welsh clothing lesson annotation). The idea to use these objects to increase the learner's understanding corresponds to (Mantei and Kervin, 2009)'s awareness of authentic learning experiences capitalising on accessible resources. The lesson concluded with a trip to the mini clothing store I had set up for the children to practice their new Welsh vocabulary. The learners were encouraged to play the roles of the shop keeper and the customers, asking for clothing items in Welsh. Receipts written in Welsh were even made as part of the experience, allowing the learners to transfer the skills they had learned in the lesson prior, this parallels (Rowley and Cooper, 2009)'s notion that giving learners opportunities to contextualize their learning within experiences that are significant could support them to become lifelong learners. To create a more realistic experience for the learner's, next, they will be given the opportunity to

visit a real welsh clothes shop as providing situations that reflect the way knowledge will be transferred to real life are extremely beneficially for successful authentic learning experiences (Herrington and Oliver, 2000).

To incorporate an authentic learning experience into the classroom's enhanced provision challenges, I created a recycling recourse that corresponded to the learner's inquiry "Our World, Our Responsibility". As the learner's were inquiring into ways of taking action to help climate change, this recourse created their ideas of recycling and reducing waste into a situation that was similar to real life. This recourse was created as (Mantei and Kervin, 2009) discovered authentic experiences establish an understanding of the everyday events learners participate in their own communities. Their perception supports (Herrington and Oliver, 2000)'s opinion that authentic learning experiences replicate and transfer knowledge learned to real-life. To improve this authentic learning experience, the learners should be taken to a genuine recycling centre to see the bigger picture. This will give the learner's realization that their education in school is connected and relevant to the outside world and that the actions they take can have an impact on the environment and people on the planet (Pearce, 2016).

To conclude, it is evident that the pedagogical principles introduced by (Donaldson, 2015) are a fundamental element to everyday teaching. The ideas I have accumulated from this assignment will be applied to my own practice to ensure further development.

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