

Teaching Reflection:

After having time to reflect on my teaching within the creative movement lessons I have been able to find some solid areas to improve on and where I also found I showed strengths. Throughout the lessons I played less of an effective role compared to my peers, I feel like I did not use my potential to its highest and almost avoided using the effectiveness of my voice. However, once the group was split into smaller groups, I feel like I worked well giving individuals advice on what aspects they can improve on and where they were showing strengths. In all honesty, I came into the lessons underprepared I had looked partially and recapped over the information required but I know I could've dived deeper for a better understanding to give the children a more in-depth experience. Prior to the lessons as a group, we were very disorganised, we had rough ideas on what we were going to teach but no specific timings which was our biggest downside as a group. Due to the disorganisation and poor time management, it didn't allow us to use the time to full affect which seen us cut short in session 1 not being able to give the children time to explore and create. As a group I feel like we bonded with the children in the correct manor allowing us to have full control and respect from them throughout.

Throughout the 3-session period, we could clearly see that our sessions and activities were proving effective and constructive as the progress being made from the first session to the last was obvious. The children went from struggling to perform basic roles and movements to excelling in them while being involved in a sequence that also contained either cannon, unison or mirroring that was created by themselves in their small groups. This therefore proves that our sessions, although not perfect, shows that it had an impact on the children.

Within our group we could identify from an early stage that we had a range of level and abilities, to ensure we was fair with everyone we had to make our sessions inclusive in a way that nobody felt left out. To do this we offered various levels of challenge. This included providing additional resources or more complexed tasks for students who need more of a challenge. It is also essential to provide support for students who require extra help or accommodations to complete the task.

In addition, we used cooperative learning strategies as another effective way to differentiate tasks and promote inclusion. Group work can help students collaborate, share their strengths, and learn from each other. When students work together, they can develop empathy and respect for their peers and celebrate diversity in the classroom.

In conclusion, differentiated tasks should be designed to meet the diverse needs of all students, allowing them to access the curriculum and participate in the learning process fully. By providing multiple options, various levels of challenge, cooperative learning strategies, and establishing a classroom culture that values and respects diversity, teachers can ensure full inclusion in the classroom.

Throughout the teaching sessions, teaching strategies played a key role in class management and enjoyment for the students. It was crucial to get the correct balance. Teaching strategies and techniques play a crucial role in shaping a child's creative thinking abilities. One effective teaching technique we used throughout that encourages children to be creative is inquiry-based learning. This approach involves asking open-ended questions, encouraging exploration, and promoting critical thinking. By engaging in inquiry-based learning, children learn to question assumptions, explore possibilities, and think outside the box.

Another strategy that we found affective for creativity in children is project-based learning. This approach involves giving children the opportunity to work on extended projects that require them to apply critical thinking, problem-solving, and creativity. Project-based learning allows children to explore their interests and passions, encourages collaboration, and provides them with a sense of ownership and accomplishment.

Furthermore, encouraging children to think divergently was another important teaching technique to foster creativity. Divergent thinking involves generating multiple ideas, solutions, or possibilities. This was encouraged by encouraging the children to think of as many ways they could travel, roll etc.

In conclusion, teaching strategies and techniques played a vital role in encouraging children to be creative. By implementing inquiry-based learning, project-based learning, divergent thinking activities into the curriculum, the children developed their creativity and critical thinking skills, which will help them succeed in their future endeavours.