

Overview

Friday, January 3, 2020 10:31 PM

Student name: Lynda Westhead

Student number: 1651402/151589

Assignment title: A portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Pathway: PGCE Primary

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Reflection and reflective practice could be considered a fundamental part of pedagogical development and to the improvement of teaching and learning. Farrell & Ives (2014) suggest that the act of reflecting upon practice for a teaching practitioner, can drastically alter their way of thinking about a belief in their personal pedagogy, thus amending or improving upon their future practice. Despite the emphasis being placed upon reflection as a way to improve the teacher's role, it is important to remember that the influence and benefits to the learner should be the central focus of any changes in pedagogical practice.

Reflective practice should not be confused as being a modern term or trend within the teaching profession. The educational philosopher John Dewey hailed this as an essential ingredient in self-developing practice, using the outcomes and consequences of the practice considered, to provide a basis for creating or improving new or improved strategies for the future (Dewey, 1938).

However, whilst Reflection in the context of teacher training and practice has been suggested to be essential, issues have been noted with regards to finding the time to reflect upon practice. When adopting reflective practice during teacher training, the method which a student teacher is implored to use, may not be suited to their own personal preference which could prove problematic for the learner (Mckenzie, 2015).

This paper will be presented in portfolio style and will demonstrate the delivery, implementation and reflection upon use of three of the twelve pedagogical principles from Professor Graham Donaldson's Successful Futures Curriculum during a PGCE Teaching placement – part 1. The aim of the portfolio is to provide an insight into the continued development and close-to-practice research through reflection undertaken by a PGCE Primary student, and how this may inform and enhance future pedagogy.

The context of the Professional Teaching Experience placement took place within a small primary school within a semi-rural area of a city in South Wales. Practice was delivered within a Year 2 primary classroom which consisted of 21 children between the ages of 6 and 7 years. The class was diverse in terms of academic ability and learning needs.

The three pedagogical principles which will be discussed in this portfolio are as follows:

- Good teaching and learning means employing assessment for learning principles
- Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy, and digital competence and provides opportunities to practice them
- Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.

Assessment for Learning

03 January 2020 23:02

Yr Athrofa
Institute of Education
Adding Quality Education for Wales

Lesson Plan Phase 1
Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Lynda Westhead	Class:	Year 2
AoLE or Subject	Mathematical Development	Date:	18.11.19
Lesson Focus:	Using number skills – monetary value		
Meaningful links to Curriculum			
Meaningful links to Cross Curricular Responsibilities	Knowledge & understanding of the world		

Personal Targets (Linked to QTS and identified in weekly review)

Include more incidental Welsh – “Faint o arian” (How much money?), Pence – ceiniog, pound – bunt.

Employ strategies such as “hands on top” to stop activities to listen to teacher instruction for change of activity.

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:

- recognise the value of each coin; to use different combinations of coins to pay for items up to the value of £1;
- less able – to use different coins to pay for items up to 20 pence.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)

Assessment of Pupils’ Learning
Evidence
(What have the learners to say/write/do/produce to demonstrate learning)

Image 1

This lesson plan image shows the purpose of lesson - Mathematics - Using number skills - Monetary value.
Year 2 class - mixed ability

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	APK: Can anyone name me a coin we use to pay for things? How many pennies in... Key Vocabulary: amount; pence; value; worth; more; less. Powerpoint Present & Money tool Key questions How many 10p coins are worth the same as a £1 coin? How do you know? What's the largest value coin we can use when paying for the beans costing 27p?	Question and answer	Whiteboard/PC/Activelearn tool 2.4.10, powerpoint presentation.

Handwritten notes:
③ C. Cymraeg
④ Syt wyt ti? - How was your weekend
⑤ Explain task
Mans - Pen
1.2 - Hec

Image 2

To begin a new topic I use AFL (Assessment For Learning) strategy in my plan. APK - Activate Prior Knowledge which is a good way to try and gauge where the children are in terms of their existing knowledge of the subject matter. This also provides a great avenue to make any grouping by ability adjustments in terms of differentiation.

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Opening phase (with links to prior learning)	This lesson is a continuation of yesterday's lesson - the lesson proved that further learning in this area is required for the class before progressing to other monetary based maths. APK – Key questions: - Is there anything on a coin that tells us about their value? - Name me some coins? - How many pennies are in....? - How many 10pennies are in....? I will place 3 coins in a purse on the whiteboard (Money tool purse).	Pupils sitting in learning positions on carpet – elisteddych ar y carped TPS – Think, Pair, Share. Children are given 10 seconds to work out the total value of my 3 coins with the person sitting next to them.	Power point, Whiteboard and markers, Money tool – active learn.

Image 3

This is a second lesson covering the same topic. It was clear at the end of the first lesson, that this topic needed to be covered again, and I decided that I would use the first lesson as an introduction, and the following as the more thorough in terms of content. I was able to do this as I gained knowledge of the children's understanding using questioning.
As you can see here, on this 2nd lesson on the topic I once again opened the lesson with AFL using APK (Activate Prior Knowledge) to check how much children learned the day before. I also used another strategy TPS - Think, Pair, Share. This is a way for children to lean on each other in terms of knowledge and confidence when answering group questions. 10 seconds was a little tight, so I extended this to 30 seconds.

Complete answers in mathematics workbooks using plastic coins/numicons.

Formative Assessment – stop the work for a few minutes and write an amount in coins on a piece of paper (in place of mini white boards), children have 1 minute to respond with the amount on a piece of paper. Collect these to provide data on each child's learning/improvement.

Image 4

I use AFL throughout the second lesson on money. Here shows a part of the lesson plan which applied to the time during which the children are working on their tasks in their workbooks. By presenting a break in the lesson to participate in something fun, this activates children and also presents how they are doing in terms of understanding to me. If I spot anyone is still struggling with the answers, this allows me the opportunity to go through things with them which ensures they can also achieve the desired learning objective

Plenary	5 minutes before end of lesson, children assemble on carpet. Quick fire purse questions again and flashcards at random.	Children to respond to questions regarding coins in purse and flashcards to recap – using lolly sticks to select children.	Named lolly sticks, Money tool active learn.
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Image 5

At the end of the lesson, I use one more AFL strategy - Questioning. This was a great way to give children the opportunity to show where they are in terms of learning on the topic. Despite my plan stating I will use lolly sticks to choose a child, I did deviate slightly and ensured that I asked the children which were identified earlier in the lesson as not grasping the topic. This was a great way to ensure that the teaching and learning had now been successful. I also used lolly sticks to select other children

Making Amounts

Make as many amounts as you can using these 3 coins.



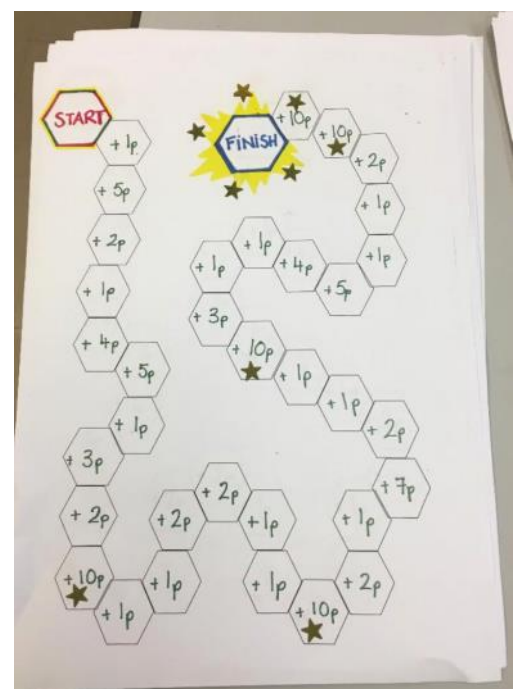
$$\begin{aligned}
 5 + 5 + 2 &= 12 \quad \checkmark \\
 10 + 10 + 2 &= 22 \quad \checkmark \\
 10 + 5 + 5 &= 20 \quad \checkmark \\
 10 + 10 + 10 &= 30 \quad \checkmark
 \end{aligned}$$

Image 6

To support the knowledge gained through AFL (Formative Assessment), I also used summative assessment in terms of worksheets, as I felt that the 2 strategies would give me a clearer understanding of the learner ability and achievement, and this is a good way to provide physical evidence of learning.

Along with the AFL and summative strategies used, I also created a fun game which would activate any knowledge gained during the lessons, along with providing the children with some fun when work was completed. I feel that activities like this may help the children remember what was taught/learned as they are using this in a fun context.

Image 7



Monday 18th November

Maths - I have been asked to cover the maths lessons this week along with literacy ^{some}.

We started looking at coins/money. I planned thoroughly and differentiated learning curve: when starting a new topic (area of learning) use this as a base to plan ongoing lessons. It became clear that some children had much lower ability in this area than others. Will change groups/tasks for tomorrow to suit (differentiate) ~~to~~.

~~Feet~~

A good start + intro. This is the reality of starting new concepts + sometimes you have to adapt lessons as you go. Good activities.

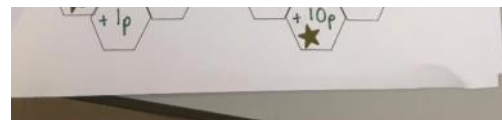


Image 8

An excerpt from my learning journal which shows that following reflection upon my first topic lesson on coins and monetary value, that the use of this reflection ensured that I would apply any necessary changes to future lessons such as increased AFL. The class mentor comments also supported my feelings and actions.

Cross Curricular Responsibilities

03 January 2020 23:03

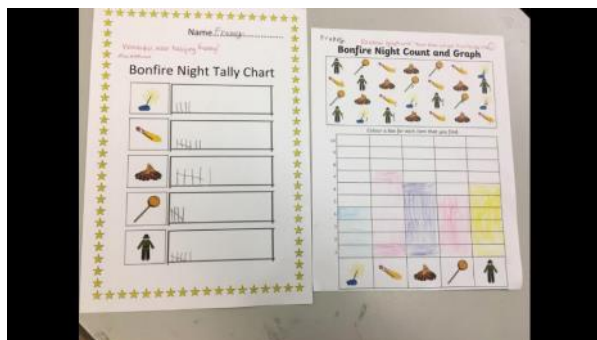


Image 9

This was my mathematics lesson on tallying and bar graphs. I started by choosing a relevant and real-life theme so that children were engaged and interested (Bonfire night).

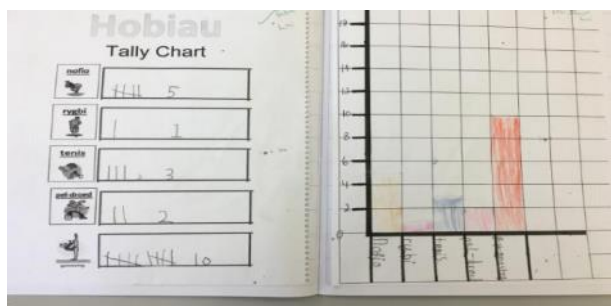


Image 10

Upon reflection and with cross-curricular learning in mind, I then included some Welsh language into my mathematics lesson. The children conducted surveys in the class in which they had to ask their peers to choose their favourite hobby in Welsh. This was a way of blending language into the mathematics and worked well as the children were excited to collect the data, but without realising, had also learned their hobbies in Welsh!

Da Mawrth 5 Ionawr 2019
Tuesday 5th November 2019

Today I taught Maths, and 2 art sessions. The maths went very well, children were involved, engaged and completed work correctly. On reflection, I could have provided ~~the~~ some of the Higher Ability sheets to the lower ability when they had finished their work. The teacher was pleased with my lesson and children asked if they could take copies of my resources home!! Used Welsh in Maths.

Art went very well - I deviated from my original plan slightly as this was a lesson about art, so no need to go too in-depth about bonfire night history (Learning curve). The children were happy + engaged. Task went to plan and without any behavioural disruption. Success criteria met + beautiful art created. 😊

Good lessons. Think of extension activities for early finishers.

Image 11

This was my reflection from my maths lesson in which I introduced tallying and bar graphs using relatable contexts, as you will see in the next image, after introducing Welsh hobbies to the maths lesson, the children were ahead of the estimated knowledge level when I taught them Welsh the following day. I feel this is because Welsh was included in a cross-curricular sense and was adapted into a task they enjoyed.

complete. I taught a Welsh ~~hobbies~~ hobbies. I produced a parent/pupil, which I decided when delivering lesson, that I didn't need to use (Learning curve). Children enjoyed, & learned nffio, clawdd, gymnasteg, rygbi, pêl-droed, dawns, canu. Will continue onto asking hobbies tomorrow.

Beth ydy dy hoff hobiau? Introduced funaichans.

Da iawn for adapting activities as necessary. Target - try to use more incidental language.

Image 12

As you can see from my reflective notes, the children had really been engaged in the previous day's maths lesson in which I had included Welsh hobbies. This was so

Welsh hobbies. This was so effective that I did not need to use the assembled PowerPoint for the language lesson. This really advocated cross-curricular teaching for me and for my learners.

Blend of approaches to teaching and learning

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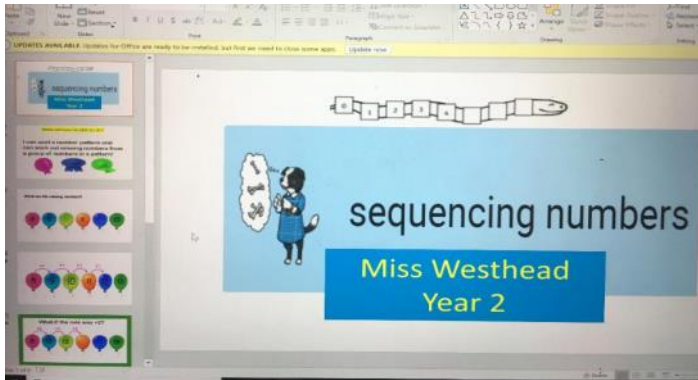
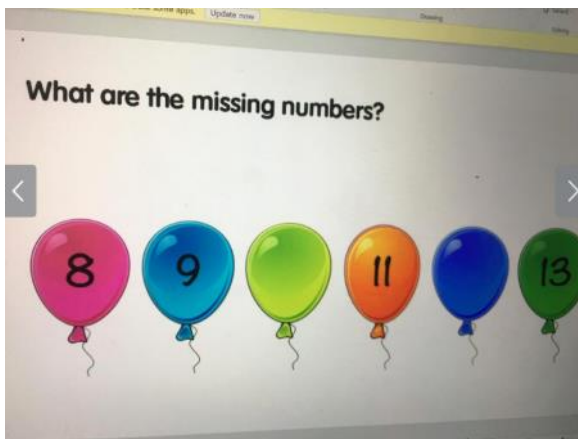
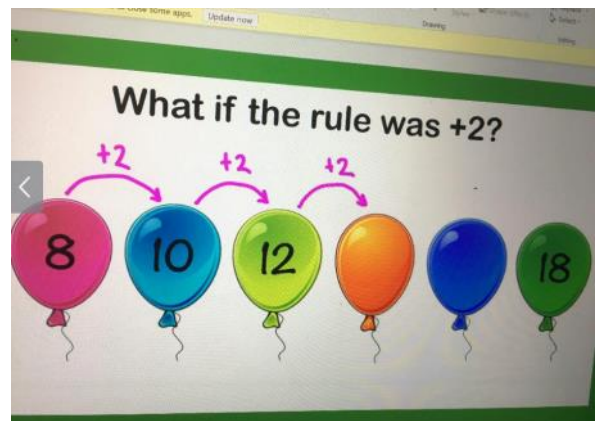


Image 13

I used a PowerPoint to start the lesson and to show examples of how to sequence - this was my first teaching method.



Images 14 15



LESSON OBJECTIVE: To be able to spot number patterns and use them to find missing numbers.

1. Right we are going to have a little maths warm up – tapping knees altogether 1,2,3,4.... To 10.
2. Let's see if we can go backwards.
3. Then chant in 5's using hands – FIVE, TEN, FIFTEEN....chanting
4. Now we are going to count in 2's as SQUEAKY LITTLE MICE....2,4,6....

Image 16

By adding varied methods of teaching such as group chanting, the lessons remain engaging and all children can feel included.

Q. "So what we were doing then ?" Counting... but "HOW were we counting?"



Image 17

I then followed this with a more interactive method of teaching by asking the children to get themselves into the correct order of sequence, negotiating and problem-solving as a group under a timed condition for fun!



Image 17

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Images 18 & 19



Children then worked collaboratively to problem-solve in small groups to order number cards.

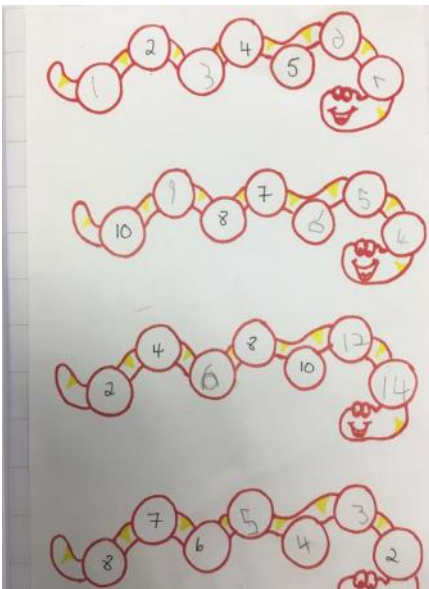


Image 20

To ensure that learners had grasped the number sequencing, and as a record for themselves and for me, I then created and gave out work sheets which are now in their mathematics workbooks. So this employed a more summative form of assessment in my lesson.

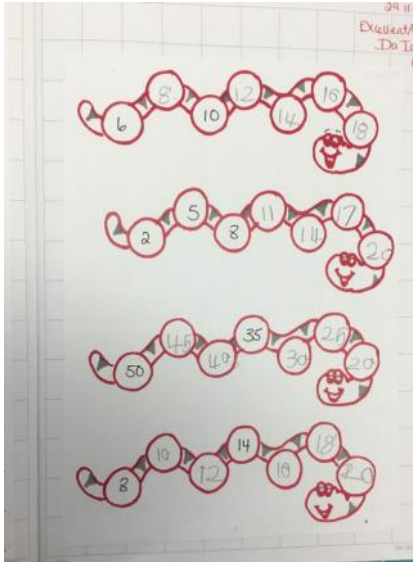


Image 21

I ensured that I differentiated the worksheet by ability, giving harder sequences to the higher ability learners. However, the children all wanted to challenge themselves and complete the more difficult sequences which showed that they were engaged and had a passion for solving these problems.

Critical Reflection

03 January 2020 23:03

ECAD6008: A portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Reflection and reflective practice could be considered a fundamental part of pedagogical development and to the improvement of teaching and learning. Farrell & Ives (2014) suggest that the act of reflecting upon practice for a teaching practitioner, can drastically alter their way of thinking about a belief in their personal pedagogy, thus amending or improving upon their future practice. Despite the emphasis being placed upon reflection as a way to improve the teacher's role, it is important to remember that the influence and benefits to the learner should be the central focus of any changes in pedagogical practice.

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Good teaching and learning means employing assessment for learning principles

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AFL (Assessment for learning) has been heralded by some as the most effective method of identification of learning needs or gaps in a pupil's knowledge or understanding within education, thus allowing the pedagogy to be tailored to meet the needs of the learner (Gardner, 2012). Black & Wiliam stated that formative assessment is proven to improve academic standards and learning. The recent guidance published in relation to the implementation of the new curriculum for Wales in 2022, states that priority is to be given to formative assessment within education in order to provide support to teachers and learners (Welsh Government, 2019).

Whilst the majority of the literature reviewed in relation to the use of assessment for learning as a pedagogical strategy, may discuss it as a stand-alone method of assessment, there are others who claim the AFL forms apart of the holistic assessment process of learning. Irons (2008) suggests that formative assessment such as the use of AFL (Assessment for Learning) forms an important part of the process of achievement and learning which is tested using the summative assessment. Therefore, this suggests that AFL is a platform for learners to achieve more positive academic summative test results within education. I feel that this rings true, and that is why I choose to apply both types of assessment to my lessons where appropriate. Whilst the formative assessment is an excellent way of navigating teaching and learning, the learners are required to evidence their learning for the purpose of data collection within education, so I soft versions of summative assessment, such as worksheets, to display learner achievement.

In contrast, Harlen & James (1997) state that accurate assessment of a learner's academic success, or indeed their learning in general, cannot be measured using any kind of formative methods. They suggest that formative and summative methods of assessment should be kept as completely separate methods of assessment, as they do not work in conjunction to provide any benefits to a learner.

In my first PTE (Professional Teaching Experience) placement, I wanted to ensure that I tried and tested various strategies and teaching methods during my practice. I felt that this way, I could work out which strategies and applications would work best in different lessons and with different learners in the future. I started by using a small amount of AFL in my lessons, mainly through the use of questioning and APK (Activating Prior Knowledge). This can be seen in the excerpts from my lesson plans **(see images 1,2 & 3)**. I had planned two lessons for mathematics and the use of coins – monetary value. Prior to teaching, I felt that my lesson plans covered everything which was required to teach, in order for the children to learn. It became clear during the lesson that there was a vast gap in the children's knowledge and understanding of the topic. However, as a new student teacher, I tried to follow the lesson plan. It was through the use of AFL when questioning and also at the very start of the lesson that this topic would need a greater amount of time dedicated to it to ensure that all learners were able to receive the most out of our lessons together. I discovered that many children struggled with the concept of monetary value and were therefore unable to correctly complete the work I had set for them on the topic. I used questioning throughout the lesson to gain a sense of engagement and understanding.

Following the lesson, I reflected upon how my lesson went **(see image 8)**, using my learning journal. My class mentor also made some constructive comments which

seemed to support my feelings about adapting the next lesson on the new topic. I reconsidered my plans and decided to change these for the next lesson to ensure that I was incorporating more AFL throughout the lesson. I also spent more time at the beginning of the lesson explaining and teaching with the use of interactive PowerPoint and TPS (Think, Pair, Share). I also, with agreement from the class mentor, amended the usual groupings of children in the classroom, as I felt that their general ability was not applicable in this context.

I used a form of mini-plenary (**see image 4**) in the middle of the lesson where children were asked to answer a question and hold it up on a piece of paper. This helped with pupil engagement and again reinforced my need to check on pupil understanding throughout the lesson. I also used a plenary at the end of the lesson to re-eat and reinforce learning, along with checking understanding (**see image 5**).

The following lesson, using the extra AFL strategies worked well. The children were all able to complete the work sheets which I made for them, thus providing a form of evidence of knowledge and learning, not too dissimilar to a summative method.

Upon checking through the children's work sheets (**see image 6**) following the lesson it was clear that the extra use of AFL may have had a positive impact upon their understanding. Whilst I used formative strategies to keep checking-in on the children's understanding, I did use the work sheets as another way of assessing their learning. My pedagogy was informed initially by the literature which supported the use of AFL in the classroom, however, my reflective practice led me to make use of some summative assessment as an indicator of the impact of my use of AFL.

In future I will ensure that I take a little longer with my use of AFL strategies when introducing a new topic, and also to include small plenaries throughout lessons, along with small knowledge tests. I feel that AFL is best used as a method to improve achievement for learners and helps them with their summative assessments. I also developed a fun activity game which was linked to the lesson topic so that children can use this at other times when they have completed their tasks, which will keep the learning in children's minds in a fun way (**see image 7**).

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Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy, and digital competence and provides opportunities to practice them.

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The forthcoming new curriculum for Wales recommends the implementation of cross-curricular teaching. One of the central tenets of the new curriculum is the combination teaching of numeracy, literacy and digital competency, not so much as an obvious, unnatural or forced intertwining, but more in the way of blending these into the majority of school subjects ubiquitously (Welsh Government, 2015).

Kerry (2010) suggests that cross-curricular teaching places the focus on the benefits to the learner and not so much on the actual content. They also suggest that this kind of teaching must be applied in a non-traditional form, rather than in a didactic manner, in order to achieve upmost effectiveness.

Barnes (2011) describes cross-curricular teaching as a single experience or theme which consists of elements of various skills, subjects or attitudes.

Cross-curricular teaching allows learners to gain skills in different subjects and to then apply these to other subjects. By combining and transferring skills across subject areas, learners may

develop their progress in a wider sense, and not being limited to separated subject successes (Hayes, 2010).

There may be a risk however, when using cross-curricular teaching, that children may not recognise which subjects they are learning and when, which could cause them issues when trying to select knowledge to apply to a specific topic area in the future (Barnes, 2011).

As a new student teacher, the planning of cross-curricular teaching was foreign to me. Barnes & Shirley (2007) suggest that a negative aspect of cross-curricular teaching may be due to the lack of training for new teachers in this field. Having never taught this way, I was apprehensive and a little unsure as to how I could implement this, and successfully integrate subject areas seamlessly in the classroom. I began by introducing very small integrations of areas into one another, so that the crossover seemed natural. The first time I tried this was in a mathematics lesson, where the class were learning how to tally and record data. I began by using seasonal contextual topics to engage children in the learning (see image 9). We used bonfire night related items to create tally charts. I then realised that when developing the tallying lessons further, I could then integrate another subject. I used Welsh language in the next lesson. The children were tasked to complete graphs and tally charts which recorded popular hobbies, but these were written in Welsh (see image 10). The children were able to learn the correct words for some of their favourite hobbies in Welsh by using these to survey their peers to gain data for their tally charts. When the children had completed data gathering for the tallying, they then used the hobiau results (Welsh for hobbies) to construct bar graphs. This cross-curricular approach worked well as my languages lesson that week then explored how to discuss your favourite and least favourite hobbies in Welsh. Consequently, by mildly using a cross-curricular approach in what was essentially a mathematics lesson, the children gained some language skills in a natural way, which helped them with their languages learning later that week. I feel that cross-curricular teaching can be used to enhance a child's learning of various topics, providing the topics included are revisited again shortly afterwards, so that the children are able to slot them into the correct contexts. By using a few Welsh words in their investigative maths lesson, this gave them some prior knowledge you build upon when developing the language further in this area.

Jean Piaget, the constructivist theorist, stated that a child was the master of their own learning. He suggested that children's learning was built using schemata, a cognitive process, and can be ultimately activated to its upmost using their existing experiences and knowledge (Halpenny & Pettersen, 2013). This learning theory supports the use of cross-curricular teaching, as the child's mind can always draw upon any existing knowledge the next time they are presented with the same area of learning, like a foundation to elevate their level of knowledge.

After using the cross-curricular approach to teaching in my maths lesson, I have tried to ensure that I use this in most of my teaching. When teaching the children English, I may sometimes incorporate art, such as setting out an invitation or letter, asking children to decorate this with relevant and suitable images, and possibly adding Welsh to their piece of writing work. To improve future cross-curricular teaching, I will try to include a wider range of subjects in my lessons if I feel that this may benefit the learner.

The feedback received regarding my cross-curricular lesson as discussed above was very positive (see images 11 & 12), and I was able to see that the children understood the task through their correctly completed work. The integration of the Welsh was also a success, as the children demonstrated their prior knowledge of the hobiau words when we had a Welsh lesson later that week (see image 12). I believe that cross-curricular teaching benefits learners and activates prior knowledge using their experiences which may be a simple but effective way of activating cognitive development with regards to learning and memory.

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Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking

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Gill (2013) states that a blend of teaching approaches not only demonstrate a teacher's strengths in their profession, but also ensures that the needs of a wide-range of learners with various learning needs and styles are met and stimulated. Davis & Florian (2004) similarly advocate the method of a mixed strategy teaching approach, also claiming that this could be so effective and invaluable for children with special educational needs in particular, that it may even result in them not requiring any further or additional support. The Successful Futures Curriculum for Wales document states that the Welsh Government wish to encourage children to explore different problem-solving methods, using both new and also familiar situations to formulate their own reasoning. They also aim to provide learners with stimulating, fun and engaging environments where they are able to relate their new learning to real-life contexts, solving problems in new and innovative ways (Welsh Government, 2015). Teachers are suggested to be the catalysts for improving learners creative, problem-solving and critical thinking by employing various teaching strategies within the classroom.

During my PTE placement, as I developed over the time spent within the classroom, I also found that the use of a blend of pedagogical methods was the most effective for teaching and learning. I also discovered that your lesson never has to be exactly as you have planned it on paper. Even with the best written lesson plans, you can come across a situation in which you find a different approach to your teaching style may be best, and in my experience, it can happen right in the middle of your lesson. At first, I was worried that I could not deviate from my lesson plan, but as time went on, I realised that adapting your teaching methods to suit the situation as it arises is one of the most challenging yet effective methods of learning how to teach.

I discovered my passion for a blend of teaching methods when delivering a maths lesson on number sequencing. I had made a PowerPoint slide show (**see images 13, 14 & 15**) to deliver at the beginning of the lesson, which I considered to be thorough, simple to understand, and also interactive for the children. As I progressed through the PowerPoint, which demonstrated exemplars of the work they would be undertaking during the lesson, whilst some children were able to answer the questions I used to APK (activate prior knowledge), and also following the PowerPoint demonstration, others seemed to be switching off, so, I started a chant of numbers and got the children clapping whilst chanting in 2's, 5's and then 10's (**see image 16**). This immediately engaged the learners. Following this I wanted to really get the children moving about and to problem-solve with each other as a large group. I handed out numbers to the whole class and gave them 3 minutes to order themselves in the correct sequence of lower to higher in a line around the class carpet (**see images 17 & 18**). The children really enjoyed this and watching them negotiate with each other to solve the problem was a clear indicator that sometimes these kinds of skills are best taught using mixed teaching methods and not just presented lessons in a didactic fashion. Following the PowerPoint, the chanting, and the physical class problem-solving activity, I then got the children to work in small groups of 5 or 6 to rearrange numbers on their tables into their correct sequences (**see image 19**). This built relationships between children and again enhanced their critical thinking and problem-solving skills as I could hear them discussing and giving their opinions about why they had chosen their answers. To follow this, I then gave each group differentiated hand-made worksheets (**see images 20 & 21**), so that I could evidence their understanding and achievement with number sequencing. I made sure that the worksheets looked appealing and challenged the learners. When they had completed their work, I asked if they would like to try the harder work sheet, and they all said "yes"! At the end of the lesson I grouped all of the class back on the carpet and as a plenary I wrote on the white board and asked them to tell me the missing number of the sequences, then we did a chant of the numbers again, this time with all children confidently participating.

Upon reflection about this lesson, I was really happy with how this lesson went, and also how

the children were able to enjoy and learn so much just by me stimulating their minds using a blend of teaching approaches. I agree with the literature regarding mixed teaching methods being effective for learners and will strive to adopt this as much as possible in my future practice.

Following my PTE 1 practice, it is clear that my pedagogy has been adapted and improved following reflection upon my lessons, along with class mentor feedback. At the end of my year 2 placement I achieved an 'On Track' result for my Professional Teaching Progress report, which demonstrates that I am able to use feedback and reflection to continuously improve my teaching practice. Therefore, I feel that reflective practice in teaching, along with paying attention to the new curriculum's pedagogical principles, is absolutely imperative in order to progress as a professional, and to ensure that I am always delivering my very best standard of teaching for my learners. It can be challenging to find the time to reflect upon lessons, but so long as you do reflect at some point, this will determine any changes you need to make for the future.

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