



Consider managing the learning environment, differentiation and exploiting subject disciplines in areas of learning.

Discuss these central strands in relation to practices in education, showing secure understanding, identifying personal strengths and areas for development for each.

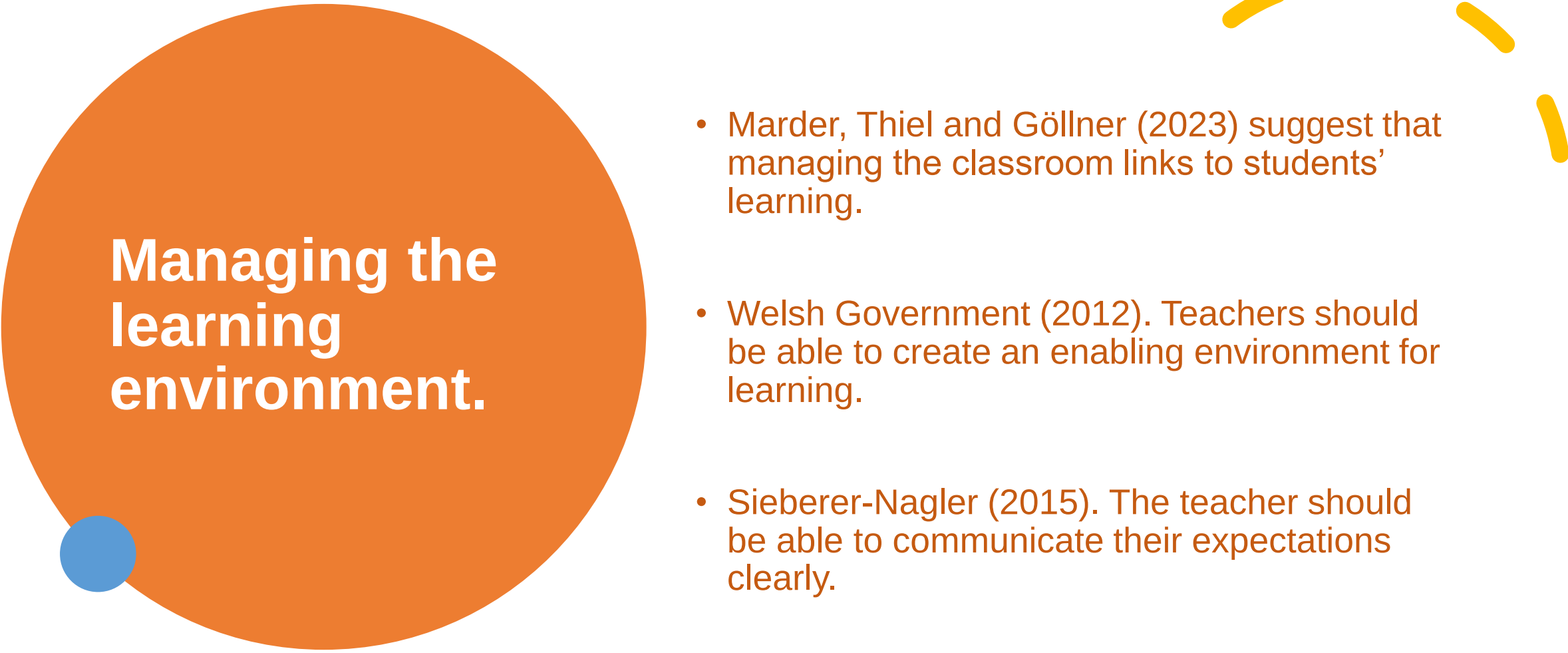
Eleri Rees

Student number: 2403953

Introduction

- Strengths and weaknesses
- A reflection of placement
- How it links to the three central strands





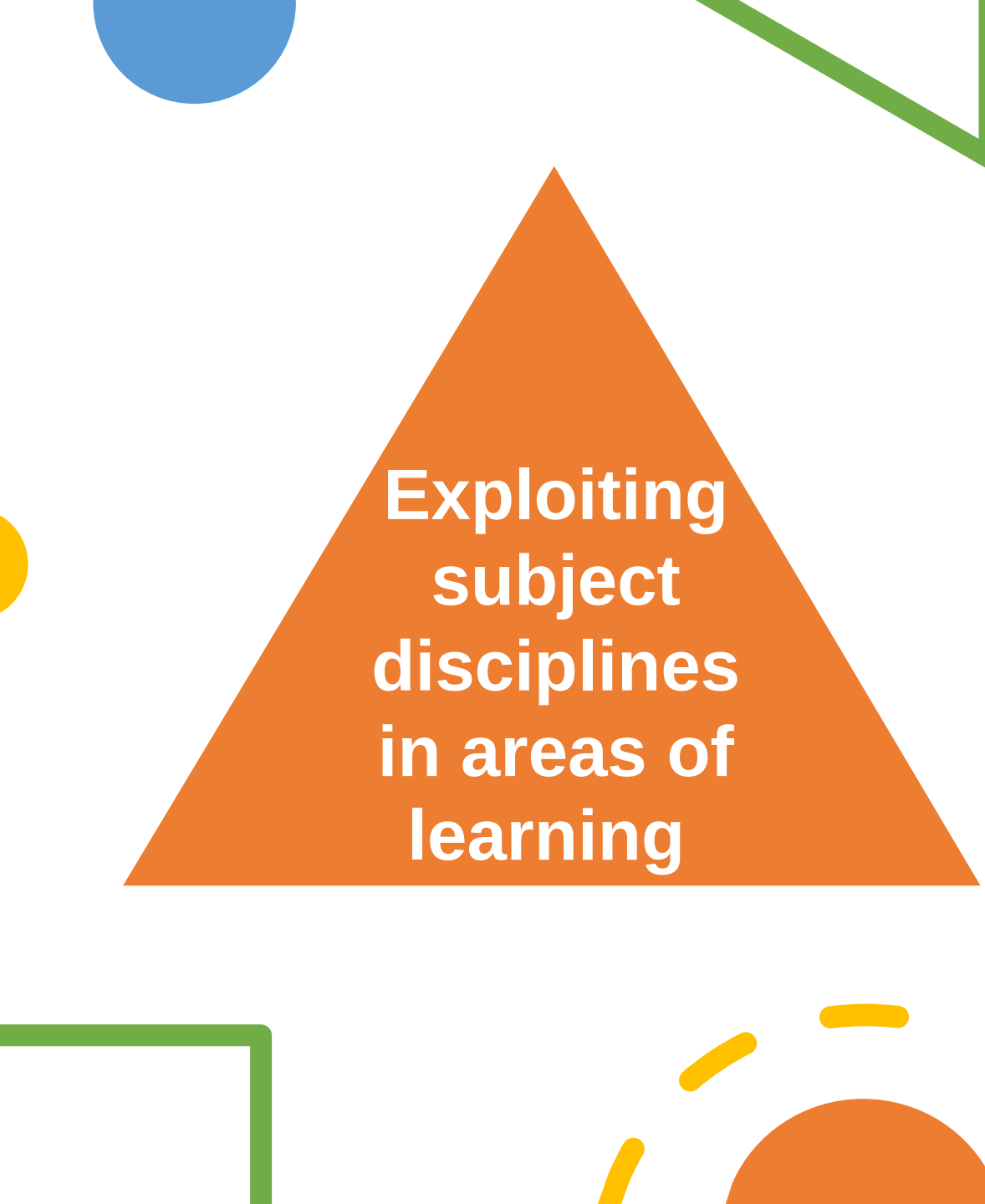
Managing the learning environment.

- Marder, Thiel and Göllner (2023) suggest that managing the classroom links to students' learning.
- Welsh Government (2012). Teachers should be able to create an enabling environment for learning.
- Sieberer-Nagler (2015). The teacher should be able to communicate their expectations clearly.



Differentiation

- Deunk et al. (2018). Differentiation is when the teaching changes to fit all the cognitive needs of children.
 - UNCRC (2016). Articles 28 and 29. Children have a right to opportunities to reach their full potential.
 - Welsh Government (2015) Again. Teaching should be flexible.
 - Cremin and Burnett (2018). Teachers experience a variety of differentiation.
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Exploiting subject disciplines in areas of learning

- Welsh government (2017). Teachers should be able to demonstrate an understanding of pedagogies and disciplines.
 - Kerry (2015). Cross-curricular teaching cover many areas of learning.
 - Barnes (2011). It can be motivating and build relevance.
 - Plowden (1967); Alexander (2010), cited in Barnes (2015). If teachers don't have a good understanding of methods, it can become counterproductive.
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Welsh
language

A discussion of personal
strengths and aspects for
future development

Confidence

Responsibility

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- Tone of the voice – getting the children to respond.
 - Dunn (2017). Good management can lead to a positive relationship.
 - Ng et.al (2012, cited in Cremin and Arthur, 2014). Trainee teachers who are unsure about their ability can often feel anxiety.
 - Sadler (2013) confidence can influence the way of teaching.



My ability to
manage the
class

Taking responsibility for the children.

- Taking the initiative – snack time, lunch duty and greeting in the morning.
- Family time- sitting in a circle, singing songs about the weather, the day and how they are.
- Class expectations and rules – example magnet eyes and listening ears.
- Daily routines support children's well-being. Welsh Government (2023)



My jigsaw group and their shopping list

- The jigsaw group. – mixed ability
- Collecting foods and discussing healthy and unhealthy foods.
- Clear rules and expectations. Having to stop and listen to the child talking
- Gross and Prediger (2025). Adaptive practice can lead to reflection and improvement.



The QR code lesson



- Promoting full-body movements



Differentiation – Adapting the Welsh lesson

- A lesson about number characters and their houses.
- Match and order the numbers correctly.
- Adapting the lesson to fit the needs of another group.



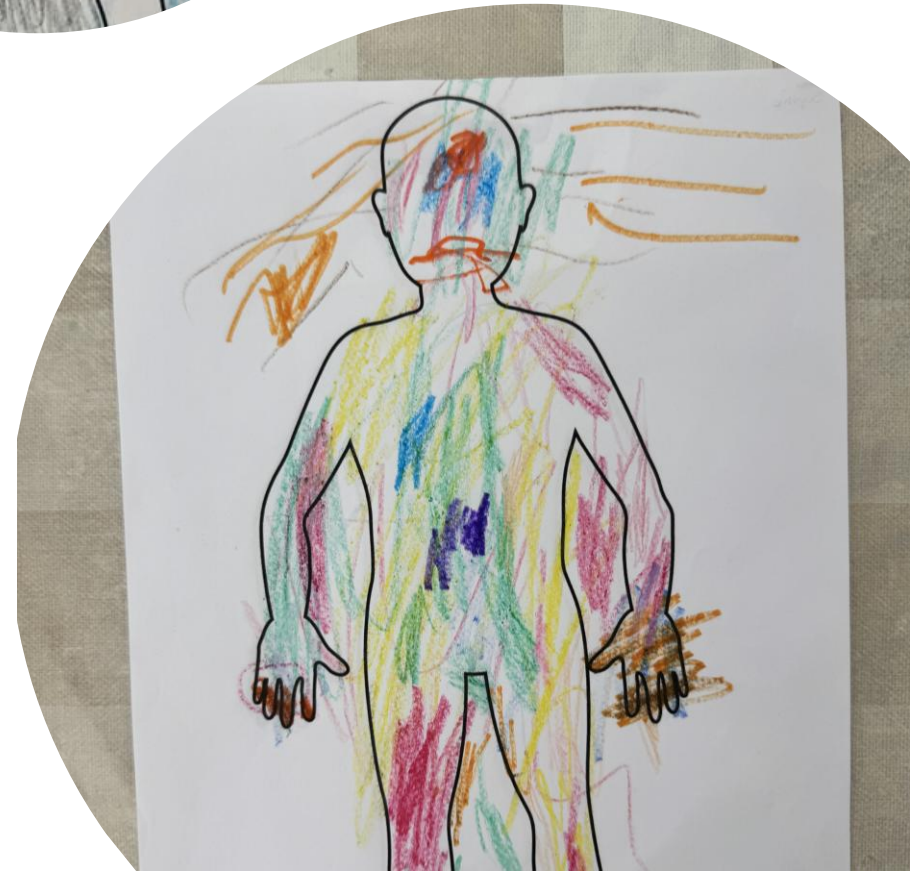
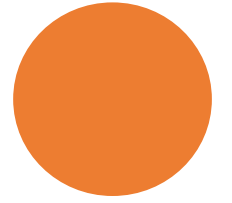
Regular interaction and cross-curricular teaching

- Hayes (2010). Linking some subjects together can be easier than others.
- Cross-curricular links through regular interactions during play.
- Discussing whether pizza and the toppings are healthy.
- Brushing teeth to prevent cavities

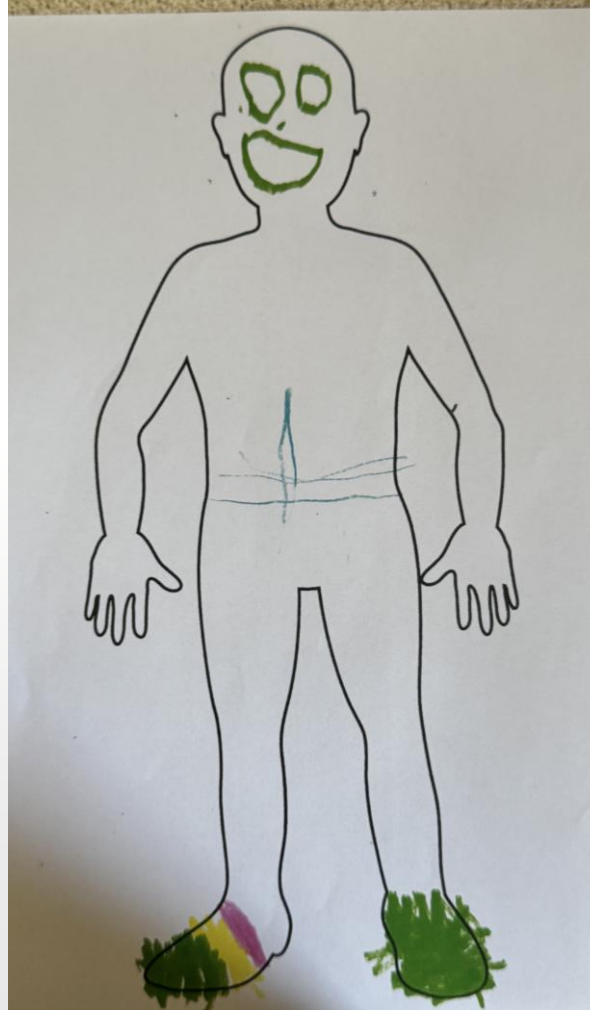
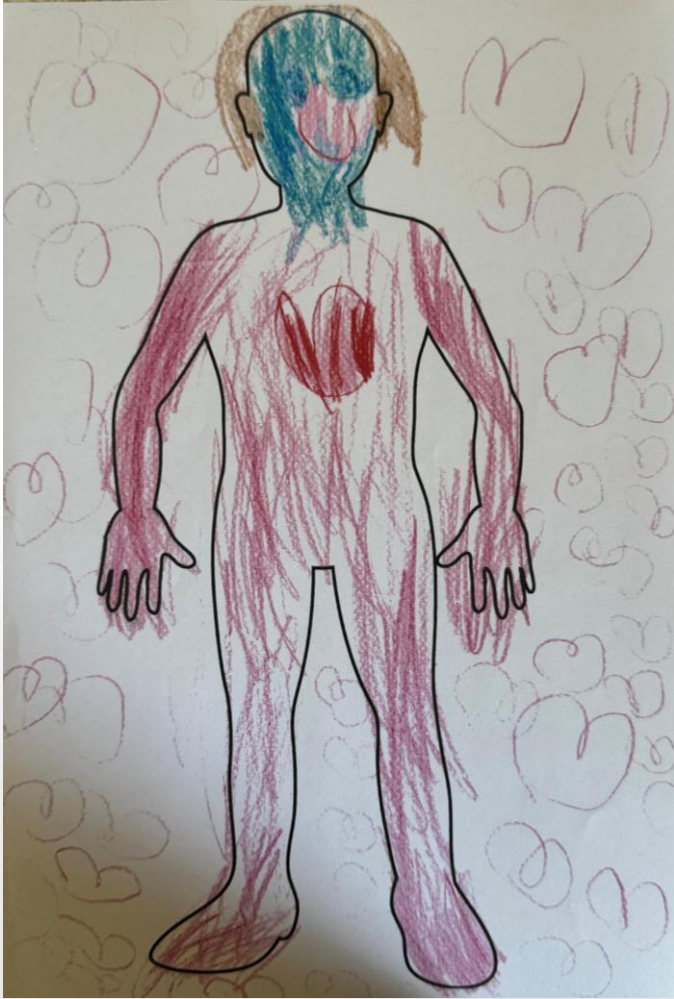


Drawing the body

- Drawing themselves in their favourite clothes.
- Discussing and identifying the body in English and Welsh.
- Freely drawing themselves.
- Links to science and humanities through discussion of body parts and how others look.

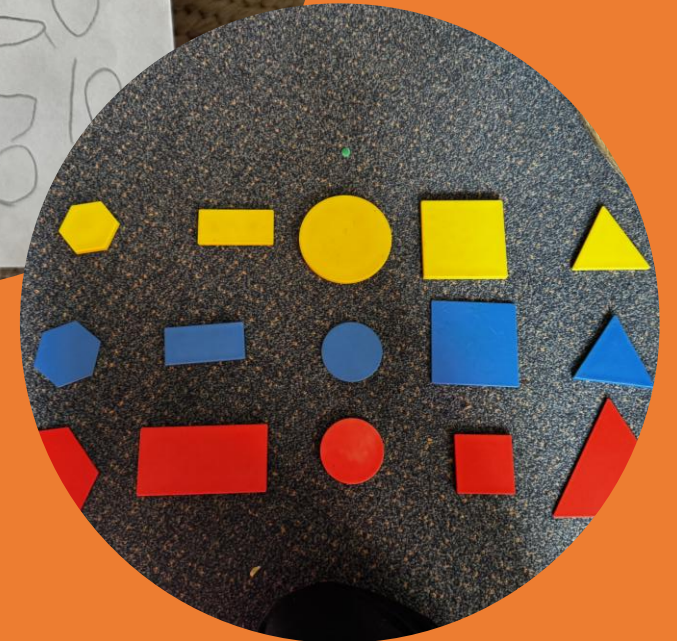


And some more





Conclusion



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