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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	Continue to link theory and practice.	I have linked theory and practice when needed.
Target 2	Work on your academic writing style – look online for support.	I have researched many different styles of academic writing to ensure I meet this target.
Target 3	Proof read your work and correct errors before submission and use the draft Turnitin site to check for text-matching.	I have proof read my work to ensure there any no spelling errors.

Part 1: Professional Learning Passport

Bridging 2 Reflection

Meet

Tystiolaeth / Evidence	Adfyfyrio / Reflect
This bridging day was held online via teams with network lead and tutor due to COVID-19. The session was based upon two different areas of learning, the first being assessment for learning (AFL). During this part of the session, we looked at the different AFL's and the different resources we could create to implement these strategies into our classroom. The second area which we looked at was the 'Great Teaching Toolkit'. During this stage of the bridging day, we researched into the four pillars within the 'Great Teaching Toolkit' and what each section involves/looks at. Prior to this bridging day we were asked to read the 'Great Teaching Toolkit Review' so we had some knowledge before the lecture to help engage in discussions.	From this session I have learnt about the four pillars of AFL and the three main needs why we need to implement this into our teaching. I have taken away from this session a number of different ways to check for pupils understanding by implementing strategies such as lolly pop sticks (to ask a variety of pupils) and the use of self-assessment (pupils to be reflective of their work). Overall, the session was very useful as I will be able to implement some of these strategies moving forward in my placements and throughout my teaching career. Both lecturers were engaging and gave us enough 'off screen time' to give our eyes a rest. The day would have been much better and more engaging if we were able to go to the lead school however, due to the pandemic this was not possible.

Test

Tystiolaeth / Evidence	Adfyfyrio / Reflect
During my time testing the two different AFL Strategies in year 6 I was able to gain vital experience and feedback from my class teacher. Along with this, I was able to observe the other year 6 class and make observation notes in ways she used AFL strategies. This benefited me as I was able to put this into my own teaching. From teaching during my testing period, I was able to gain both written and verbal feedback from my class teacher about the ways in which	I found these days very useful as I was able to observe a different teacher and make notes on the ways they use AFL Strategies within their class. The feedback given to me from my class teacher was also very beneficial as I was able to implement this into my teaching going forward.

I have used these AFL Strategies. This proved to benefit my teaching as I was able to use her feedback and put it into my teaching.	Due to the current pandemic, I was not able to get the children to work in groups. This is one way in which I will definitely explore when we are allowed. By doing so will allow me to test further AFL Strategies and see the outcomes of them.
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Share

Tystiolaeth / Evidence	Adfyfrio / Reflect
The sharing part of my bridging experience was presenting a PowerPoint to my peers via Microsoft Teams. During this share day all the PGCE students shared their AFL Strategies which they tested in their schools. We had the chance to ask/answer questions about what we found worked well and what we found didn't work so well. Overall, I found this share day very beneficial because I was able to listen to everyone's different AFL Strategies and take the positives and negatives from each. By doing so I have been able to create a list of the AFL Strategies best suited to me and my class.	The sharing day would have definitely worked better in the classroom as it would have been more engaging when listening to everyone else's. However, this was not possible due to Covid-19. With this in mind, I still found the share day beneficial as I was able to meet all my peers online and ask any questions if needed. I would have liked to split into two groups to make it less time consuming. This would have worked well by splitting the secondary and primary students. Therefore, this would have been more relevant to us. I had positive feedback from my presentation as the tutors both liked the AFL Strategies that I used and the examples I gave.

DGB/SKD

Rhifedd / Numeracy

Evidenced by an asset? ✓

During my time in PTE1 (block 1) I taught many Maths and Numeracy lessons. One of which was on prime numbers and how to identify them. I personally knew how to identify these numbers but did not know how to explain this to the year 6 children concisely. Along with this, I also struggled to create effective activities in which the children would understand and know how to identify a prime number. 'A prime number only has two factors - 1 & itself'.

Cymhwysedd Digidol / Digital competence

Evidenced by an asset? ✓

During my time on PTE1 (block 2) I had to learn how to use a new software (Seesaw). As all learning was online, I had to leave instructions (verbal & written) for the children to follow. Along with this, the class teacher wanted me to use different shortcuts (add response/check/pencil/mic) for the children to easily navigate around the activity. Once I created a template and examples for the children to see I then had to learn how to schedule the activity for specific pupils, a day and time. Finally, once the children completed the activities, I had to learn how to mark their work by giving verbal feedback. At first this was challenging as I had never used this software before, but now, I feel comfortable in using this software in the future.

Datblygu'r Gymraeg / Welsh Language Development

Evidenced by an asset? ✓

I have created a PowerPoint presentation on Amser (telling the time) based on a year 3 class. I have had to research and make notes on the different phrases which I used within presentation.

For example:

Faint o'r gloch ydy hi?

Mae hi'n hanner awr wedi

Mae hi' o'r gloch

ECAD6008

By researching these phrases and creating an interactive PowerPoint, I now feel confident in teaching this lesson and answering any questions that the children may have.

Safonau/ Standards

Professional Experience Template 1: **Martin Luther King, Jr.**

Pedagogy Standard: Refining: Differentiation

What did you do and why?

My final lesson of the week was on Martin Luther King, Jr. This was one of many topics for the black lives matter in year 6. I wanted the children to produce a creative fact file about him answering a number of questions (about, how he felt, what he was known for and what was his dream). Attached below, are two pieces of work from a child in the lower ability and a child in my core group. Due to the various abilities within the class, I differentiated this piece of work for the lesson. For the lower ability children, I gave each of them a handout sheet with all of the important facts and information highlighted, whereas the more able pupils had the same handout but with no highlighted information. By doing so, each group of children were able to successfully complete the activity.

I planned this lesson to focus on two AoLE's:

- Humanities
- Language, Literacy & Communication

The lesson's objective was to produce a fact file on Martin Luther King, Jr. As this was my lesson I planned, created the resources and delivered it to the whole class.

Professional Standards - Pedagogy Refining Teaching

Four Purposes for learning - Creating ambitious, capable learners along with ethically informed citizens.

Real life authentic experiences - Looking at the history of Black Lives Matter.

Differentiation - Planning for three different ability levels within this lesson. Different resources were created for each group to help them complete their fact file.

What have you learned?

This lesson was important and relevant to the current situation of Black Lives Matter. During this lesson I have learned about the ability levels of the children when using their literacy skills. Teaching this lesson has related to my overall development as a teacher as I was able to gain an understanding of how to plan a topic lesson and how to differentiate for all levels within the class.

Along with this, I was able to develop my content knowledge around Martin Luther King Jr and gain a better understanding around this topic. Prior to the lesson, I researched and watched videos on YouTube to recap on this topic from my GCSE History.

The overall lesson met my desired outcome as all of the children were engaged and produced a fact file highlighting key elements regarding Martin Luther King, Jr.

The main lesson learnt from this was to incorporate a PowerPoint presentation whilst reading about MLK. By doing so will engage the children further. I was able to share my experience to the school mentor along with showing her a few of the children's work.

What next?

Moving forward I will continue to implement different behaviour management strategies. If I did deliver this lesson again, I would create a PowerPoint presentation highlighting some facts about him whilst reading out loud to the class. Along with this, I would like to play a YouTube video clip highlighting his life. I will ensure to carry on differentiating lessons for the different abilities within the class.

To further the children's skills, I will teach a lesson about Malcolm X, who is also an influential and popular person when looking at the civil rights movement.

To help grow my skills I will continue to research into Black Lives Matter asking my class/school mentor for their opinions on lessons I could teach for topics.

Professional Experience Template 2: Live Microsoft Teams Lesson - Mathematics (Year 2 - Adding & Subtracting)

Pedagogy Standard: Advancing: Progression in Learning

What did you do and why?

The main aim of this lesson was to focus on adding and subtracting. The children had to use mental recall of number facts to 10 and place value to add or subtract larger numbers. As this lesson was online (live) via Microsoft Teams the children had to watch and listen to my PowerPoint presentation. At the start of the lesson, I was able to go through some examples and recap from the previous day. Once this was done the children had to answer a series of questions on adding and subtracting. We then went through the answers on the next slide by me asking the children individually to explain/tell me the answer.

I planned this lesson to focus on the AOLE Mathematics and Numeracy.

Professional Standards in teaching and leadership.

Progression in learning - I have demonstrated a progression in learning by planning a sequence of mathematics lessons which the children have to use their prior knowledge and understanding of the topic. By planning these lessons, I am able to teach the key points of each topic for the children to gain concrete knowledge and build upon their prior knowledge. Further to this, during each lesson I am developing the learning incrementally.

Taking responsibility for self - As the children are not in school and all learning is online due to the current situation it has proven to be more difficult to build positive relationships with the learners and colleagues. However, during my first week of being in year 2 I was able to set an activity on seesaw for the children to complete and tell me some fun facts about themselves. I name the activity 'All about me' and gave an example for the children to follow whilst getting to know me. Along with this, by teaching these live lessons daily has given me the chance to get to them know individually by talking to them. I have been able to build a positive relationship with the year 2 class teacher and Teaching assistant whilst going into school every other week for some of the vulnerable learners.

Exercising corporate responsibility - Due to the learning being all online on various platforms it has been important for me to understand the health and safety, legal and professional responsibilities that I hold as a student teacher. For example, during our live Microsoft teams meeting every morning we have had to record every session. Along with this, we are not allowed to take photographs of any learner's personal details etc.

Developing new techniques - As the learning has been all online it has been vitally important for me to develop new techniques and to become a digital teacher. By doing so has enabled me to present work to the children in different ways. For example, showing the children each question

on PowerPoint or setting work for them on seesaw. By doing so has allowed me to positively impact the children's learning and develop my pedagogy.

Seeking advice and support - Throughout this experience and moving forward I have been able to actively engage and seek support from the year 2 class teacher and teaching assistant. The main way which I have done this by is via email. By doing so I have been able to ask for advice on what level to pitch my mathematics lessons at for the different groups of children.

What have you learned?

This lesson has proved to be very important in the develop of my digital teaching as I have been able to build positive relationships with the children through teaching these live lessons. During this lesson I have been able to see the children via Microsoft teams and they have been able to see me. This is relevant because they will not feel as if they are left do to the work on their own. Instead, I am there to develop their learning, get to know them individually and scaffold their learning as best as I can during these difficult times.

The lesson as a whole met the intended outcomes as the children, we all engaged in my PowerPoint and the level of challenge was pitched at the right level. Therefore, the questions weren't too hard/easy.

The main lesson learnt from this experience is to ensure that I stick to some sort of timescale and not let the children take too long on each slide. By doing so I will be able to keep within the 15–20-minute time frame of the lesson.

What next?

Following on from this lesson I will continue to get to know the children individually and too positively impact their learning during this pandemic through live teaching sessions via Microsoft teams. Further to this, I will continue to challenge the learners through pitching the questions at the right level.

Professional Experience Template 3: English Lesson - Persuasive Writing

Pedagogy Standard: Refining: Managing Learning Environment

What did you do and why?

The aim of this lesson was for the children to write a speech through persuasive writing. They were able to use their bullet points which they researched from the previous week to then put them into a speech. Using sentence starters, punctuation and capital letters.

I planned this lesson to mainly focus on the AoLE Language, Literacy and Communication.

Professional Standards for teaching and leadership.

Developing new techniques - I gave the pupils a chance to choose someone to speak to when they had a mind block to help them with their answers. This was a new technique which I used, and it worked really well. The class teacher also left a positive comment in my learning journal regarding this. By trailing this new technique gave the children the chance to interact with each other.

Managing the learning environment - I made sure to wait until all of the pupils were listening before I explained the task that I wanted them to do. I also reminded the class of the time to ensure we kept on track and carried on progressing. When a hand full of children were being disruptive, I was able to control them by splitting them up and moving them around the classroom. Further to this, I was able to give them warnings and a yellow card when they continued to be disruptive. I was able to praise good behaviour and was able to set high expectations from the beginning to the end. This is an area in which I would like to develop new techniques especially within a year 6 classroom. Moving forward into PTE2 I will be sure to carry new techniques forward and look for support from my new mentor.

Involving partners in learning - I gave the chance for pupils to talk to their partners to discuss different ways of writing persuasively. This also links in with collaboration. By doing so also allows for the children to gain positive relationships and interactions with their peers.

Reflection on learning - Children left colour coded traffic lights so I could see their understanding of the activity. They could also leave a comment on how they felt about the work that they produced.

Listening to learners - I gave the pupils the chance to share their ideas on how to write a speech using persuasive writing with the class (Voice 21). Again, this gave the children the chance to positively interact with each other.

What have you learned?

This lesson was important as this lesson was the next progression step from the previous week. During this lesson I was able to understand the different abilities and support the different needs of the class. Teaching this lesson has related to my overall development as a teacher as I was able to gain vital experience in teaching an English lesson within a year 6 classroom. Further to this, I have learned the importance of a seating plan to effectively manage to the learning environment and the importance of using the school's behaviour management plan. I will also be sure to continue to allow the children to positively interact with each other in classroom discussions which in turn will build a foundation for positive relationships between pupils.

The lesson met the intended outcomes as the children engaged really well with the discussions and produced good persuasive speeches.

The main lesson learnt from teaching this lesson was to ensure the writing on the PowerPoint text is big enough for the children at the back of the classroom to see. I was able to share the pupils work with my class mentor.

What next?

Following on from this lesson I will ensure to increase the text size in my PowerPoints so the children at the back of the class can see clearly. Along with this, when giving examples of sentences I will challenge the top group to create their own rather than using the sentence on the board (differentiation). To further improve the professional standard of managing the learning environment I will look for support from my new mentor in PTE2 along with trying new techniques.

To further my knowledge around this topic I will speak to the English lead in my school and ask questions on how to further the children's knowledge on how to write a speech using persuasive writing. By doing so I will be sure to include all the relevant information when delivering this lesson in the future.

Part 2: Critical Reflection

Click or tap here to enter text.

Introduction

Throughout this essay I will focus on the professional standard; refining teaching towards sustained highly effective practice, more specifically, managing the learning environment. Evertson and Weinstein (2006) defines classroom management as the actions teachers take to create a supportive environment for the academic and social-emotional learning of students. I have been able to justify choosing this specific aspect of practice due to my experience's during block one of placement. During my time in year six, there were many instances where a particular group of children were disruptive to the whole class and lacked engagement, interaction and motivation within class discussions/activities. From looking in my learning journal, positive feedback from was given when I offered praise to the responses of children. This created positive learning habits and reinforced my expectations as a teacher. Further to this, positive feedback was given when I introduced a new strategy when an individual become stuck, I asked if they wanted to ask a friend for help. By doing so enabled a positive interaction amongst the children and motivated them to seek support and advice.

This specific aspect of practice has been identified by the feedback given within my learning journal. Managing the learning environment, more specifically, the feedback given around creating a supportive learning environment for learners. Within my weekly reflections, there has been a focus between myself and my mentors on improving my ability to manage the learning environment whilst dealing with challenging behaviour. Although I have been able to meet this target within my weekly reviews, myself and my mentors have agreed to keep this as an ongoing target to take forward into PTE2. I have also been able to identify this individual aspect of pedagogy within my Professional Learning Passport to gain more evidence towards achieving the Qualified Teacher Status (QTS) moving forward in my future teaching experiences.

For these reasons, I believe that this chosen aspect is suitable for me to delve into deeper and broaden my knowledge, understanding and to develop new techniques and strategies to create a supportive learning environment throughout the future of my teaching career.

Critical Discussion of Chosen Aspect

According to the Great Teaching Toolkit, an excellent teacher creates a supportive learning environment based on trust and respect between pupils and teachers. In a supportive learning environment, pupils should be motivated, supported and challenged along with having a positive attitude towards their learning. This is a key element for any teacher to incorporate within their classroom and for them to ignite a passion for learning amongst their pupils. This literature review will research into the key elements a teacher should take into consideration when trying to create supportive learning environment for their pupils.

Relationships

The quality of the relationship between teacher and their pupils is vitally important in creating a supportive learning environment. This is supported by several influential psychological theories, 'meaningful engagement' (Csikszentmihalyi & Schneider, 2000), 'self-efficacy' (Bandura et al., 1996) 'attachment theory' (Bowlby, 1969) and Vygotskian 'social constructivism' (Vygotsky, 1962). A great teacher should build a positive relationship with their pupils by showing respect and sensitivity towards their individual needs, emotions and cultural beliefs. There are a number ways in which a teacher should behave which promotes pupil respect and authority of the teacher. By displaying empathy and warmth towards pupils and avoiding negative behaviors such as shouting, and humiliation will help build pupil respect. However, this element extremely broad and is arguable that the issues involved could allow for allocating more than one element to it. When researching into relationships between teacher and pupils there are two specific aspects that require attention: relationships with students with SEND (special educational needs and disabilities) and culturally relevant teaching.

Building a relationship based on respect and sensitivity towards children with more complex individual needs has been proven to be far more difficult but just as important. Teachers often require specific knowledge and adaptation to build positive relationships with pupils with SEND. With this in mind, an excellent teacher will know, understand and are well informed about the nature and requirements of their pupils. By doing so will allow them to develop strategies to accommodate them. According to Ladson-Billings (1995) "great teachers are aware of, respectful

towards and responsive to the cultural identities of their students". This is vitally important when pupils' culture differs from and has the potential to conflict with that of the teacher and/or school. In light of this, teachers must ensure that positive relationships and academic success are compatible with students abiding by their cultural beliefs.

Interactions

The second element in which this literature review will focus on is student-student interactions. A positive and successful supportive learning environment within a classroom is where students respect and pay attention to each other's thoughts and feel safe to express their own ideas. When pupils build positive interactions, they are able to benefit from learning interactions with their peers. On the contrary, classrooms where aggression, hostility and disrespect are shown then this negatively impacts learning. This indicates that the teacher plays an important role in promoting positive student relationships and interactions within a classroom. This literature is a specific element of the Praetorius et al. (2018) model, the Dynamic Model (Creemers & Kyriakides, 2011) and the CLASS framework (Pianta et al., 2012). Another aspect to take into consideration as a teacher is that children often develop preferences for specific classmates, and they tend to interact around peers with whom they share common behaviours, interests, and values (Gifford-Smith & Brownell, 2003). This is compared to interactions with the class as a group have predominately focussed on the teacher's emotional support and classroom organisation as important factors for children's positive functioning (Downer et al., 2010; Hamre et al., 2014). When looking at emotional support, this refers to the behaviours which promotes and increases children's comfort and sense of security within the classroom. This can involve the teacher smiling and effectively acknowledging the children's emotions.

Motivation

When looking at motivation within a supportive learning environment, Praetorius et al. (2018) theory is often followed along with drawing information from Deci and Ryan's (2008) self-determination theory (SDT) and its application to education (Guay et al., 2008). The SDT theory prioritises motivation in which supports pupil's wellbeing, development and task performances equally. This theory looks at two different types of motivation: autonomous (may have either

intrinsic or extrinsic values) and controlled (“pressure to think, feel, or behave in particular ways” through reward/punishment feelings such as guilt or shame). Surprisingly, the SDT does not investigate whether teacher and classroom effects can be generalized across students, meaning that motivation could be an intra-individual concept.

Evidence in which supports autonomous motivation highlights that students are more likely to achieve, persist and have more in depth thinking (Vansteenkiste et al., 2004). Teachers’ behaviors play an important role in stimulating pupil motivation, by providing support, competence and autonomy within the classroom. Research has shown that an autonomy-supportive teaching style is claimed to be important for student autonomous motivation (Black & Deci, 2000; Reeve & Jang, 2006). However, more recent research conducted by Praetorius et al. (2018) shows that there may have been some confusion in the literature about what kinds of behaviors may be classed as ‘autonomy-promoting’. Overall, teachers can promote autonomous motivation when pupils feel that three needs are met: autonomy, competence and relatedness.

Expectations & Attributions

Research has shown that within a supportive learning environment teachers should expect high levels of work and positive behaviors from all pupils. Effective teachers should not allow for lower expectations and should avoid praising pupils for poor work and scaffolding them sooner when they become stuck. This may undermine their learning. When setting high demands and ambitious goals within a supportive classroom, learners may feel pressured or controlled. Therefore, an environment which is based upon trust and a mixture of setting ambitious goals is key to pupils feeling safe and willing to take a risk. If pupils succeed or fail, it only matters how they account for it, for example, how hard they worked or the strategies which they used. A further theory in which supports high expectations comes from the goal-setting theory (Locke & Latham, 2002). This theory discovers that goals must be specific accepted, possible and not conflicted, the more challenging the goal, the better level of achievement from the pupils.

There has been ample amount of research conducted in the area of pupils’ attributions (Yeager & Walton, 2011). Research has shown that future expectancies, persistence and performance

can be improved by encouraging adaptive attributions (Dweck, 2000; Weiner, 1985; Yeager & Walton, 2011).

Behaviour Management

Managing challenging behaviour within a classroom setting is a problem faced by many teachers (Emerson, 2001). With this in mind, research conducted by Weinstein (2002) found that the majority of pupils respond better to an organised classroom and a teacher who is flexible in their approaches. Further to this, various studies have shown that teachers who have positive relationships with their pupils are better at managing challenging behaviours within their classroom. However, a limitation to these studies is that different teachers perceive behaviours in different forms. Meaning that, some types of behaviour will challenge one teacher whereas others it will not. All teachers have thresholds of tolerance which also presents a further limitation to these studies.

When looking at challenging behaviour within a classroom setting there are elements to take into consideration. For example, some children may misbehave for attention seeking whereas others may intentionally 'bully' other children to show off in front of their group of friends. Smith and Laslett (1998) presents four different types of challenging behaviour which may be displayed within a classroom setting:

1. The class wit
2. The promoter
3. The victim
4. The saboteur

However, there is a major limitation to giving labels to children due to the context within the classroom setting and their perceptions of what is acceptable behaviour and not. This may be down to the classroom rules being unreasonable or unrealistic.

Conclusion

I understand the importance of effectively managing the learning environment whilst at the same time creating a supportive environment for learning within my classroom. With this in mind, there are many actions I will look to improve upon in my future teaching experiences to make my classroom a supportive learning environment. One of which, is to build positive relationships with pupils by showing respect and sensitivity towards their individual needs. As a result of getting to know each pupil individually within my class, will give them a sense of belonging to the school, which in turn will build a foundation for academic success.

Another aspect I will look to improve upon in my future teaching experiences is the interactions pupils have with each other. This can be built by creating a safe environment for children to express their thoughts and ideas, without feeling scared or embarrassed. As a result of me promoting positive pupil interactions will allow for learning interactions with their peers.

A further aspect I will incorporate throughout my teaching career is stimulating autonomous motivation within my classroom. I will do this in a number of ways by creating a learning journey, giving pupils the chance to undertake child led activities along with developing new strategies for independent learning. By doing so, will lead to improved levels of persistence, better pupil-pupil relationships, more effective performance and greater health and wellbeing (Deci & Ryan, 2002).

One of the key elements in successfully managing the learning environment and creating a supportive classroom is effectively dealing with challenging behaviour. Two ways in which I will incorporate this into my future teaching practice is (1) abiding by the school's behaviour management plan and (2) giving pupils 'time outs' to calm down and gather their thoughts. Either way, this will be an important element to improve upon and develop new techniques moving forward.

The final aspect I will include within my future teaching experiences is pitching my expectations at the right level for my pupils. As a result of this, an environment where the expectations within the classroom are ambitious but based upon trust will enable the children to feel safe and willing

to engage. During PTE2 I will trail these different elements with the target of creating a supportive learning environment which best suits my philosophy of teaching.

To conclude, I believe that by improving my knowledge and understanding around the topic area of 'Managing the Learning Environment' will improve my personal outcomes as a teacher along with improving pupil's attainment. This is due to two reasons, (1) there is evidence to support that it can impact learning; (2) this will impact wider outcomes, for example, pupil wellbeing and attitudes (Pianta et al., 2012).

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