



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

**Trawsnewid Addysg,
Trawsnewid Bywydau**

**Transforming Education,
Transforming Lives**

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Transforming Education, Transforming Lives*

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LLWYBR TAR/QTS PATHWAY

'Myfyrdod ac Arsylwi'
'Reflection and Observation'



06.02.24





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200
1822 - 2022



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

*Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales*

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**LI: understand how to
critically reflect on
professional teaching
experiences.**

By the end of the session, you will have...



- reflected on highlights from School Enrichment Days.
- discussed your written Reflection Templates and considered improvements.
- have an understand of the link between reflection and evidencing the Professional Standards.

Highlights....

A 'lightbulb'
moment when
something
clicked

A lesson /
learning activity
that you
particularly
enjoyed

Something you
did that made
you particularly
proud of
yourself...

How do I know what to do in school?



Reflection Tasks

Each Friday, in discussion with your Mentor, choose a task and complete the relevant dated reflection page in this document. Follow the Reflection Guidance below.

Observe children at playtime. What resources do they have? What happens if it's raining? How is any conflict resolved?	Observe the daily routines and transitions. How are these managed? Take an active part in these routines including the dining room at lunchtime.	Shadow the class teacher. How do they greet the children in the morning and at home time? Observe the interaction with parents.
Work alongside the LSA during a small group activity. How did the teacher share expectations with the LSA and how will feedback be provided?	Observe a phonics session (whole class or small group) Identify the strategies used and how these sessions are planned.	Observe a maths session (whole class or small group) Identify the skill the children are developing and how these sessions are planned.
Observe positive relationships. Observe how the teacher uses praise in the classroom. How does this help create a positive learning environment?	Observe continuous provision. Investigate how continuous provision areas are enhanced. How does the classroom environment promote pupils' independent skills?	Observe classroom management What strategies does the teacher use to engage pupils and encourage learning? Is there a reward system in place?

Critical Thinking

'active interpretation and
evaluation of observations'
('meta awareness')

This always has a present focus.

Critical Reflection

'purposeful thought about
experience to understand and
learn for the future'

This always has a past focus

Levels of reflection



Basic

- A simple recall or summary of events. There is no discussion beyond description.

Developing

- Some evidence of reflection, occasional connection to prior knowledge or current event. Uses primarily descriptive language.

Proficient

- Demonstrates a 'stepping back' from events. There is consistent reflection showing various connections and awareness of learning aspects.

Exemplary

- In addition, demonstrates critical reflection, an awareness that the same actions and events may be seen in different contexts with different explanations.



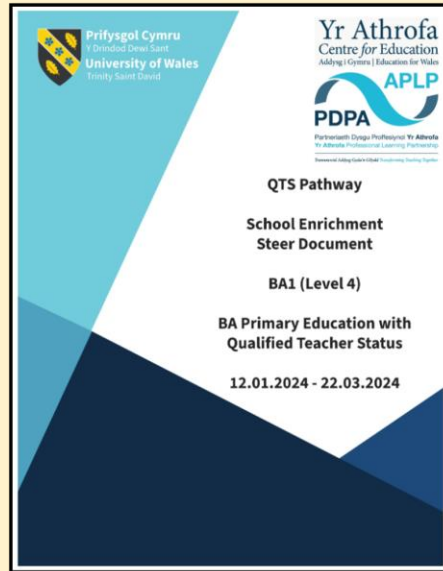
Reflective writing is

- Personal thoughts/opinions
- A way explore your learning
- Response to new information
- Opportunity to gain knowledge
- Achieve clarity and understanding



Reflective writing is not

- Instructions, or an argument
- Simple problem-solving
- A description of an event
- Judgement about right or wrong
- A research paper

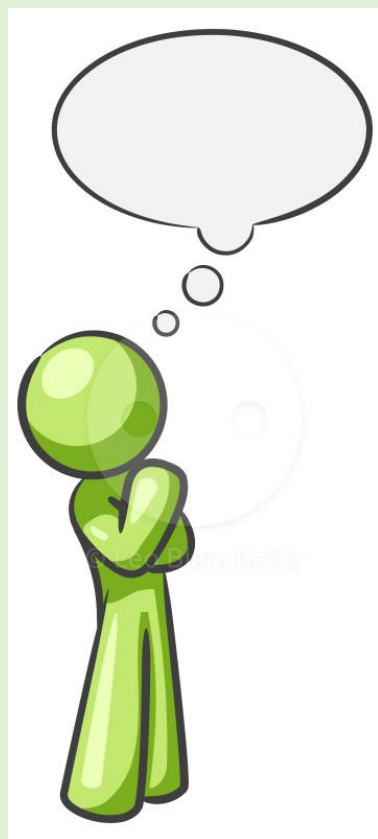


Reflection
Template

How is this going?

Share a
template you
are really
proud of –
explain why.

How do I write about my experiences?



Reflection Guidance

What did you do and why?

What was the impact on learners?

What next?

Briefly outline what you have done.

What was the rationale for the experience?

Discuss the impact of your actions on the learners (positive and negative).

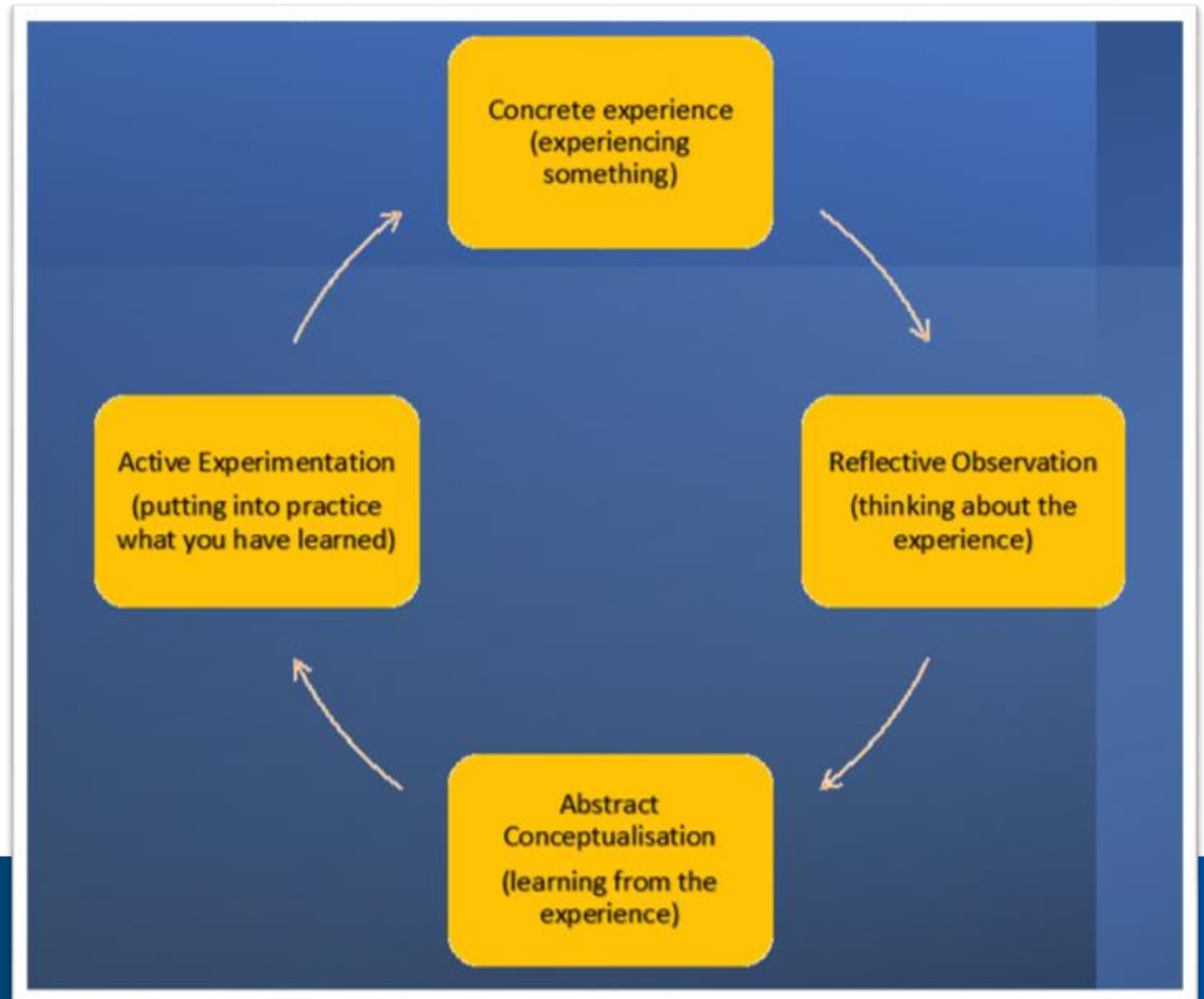
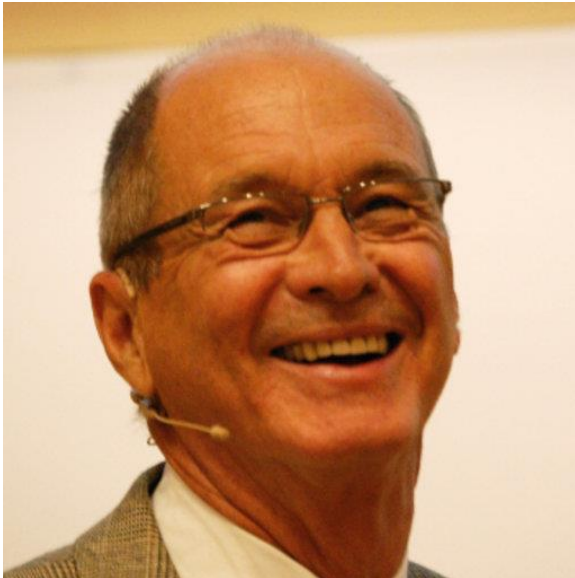
What evidence supports this?

What will you do next to facilitate progress for learners and yourself?

Consider your learning in lessons and links to university modules.



Kolb (1984)



Observation



The action or process of closely observing or monitoring something or someone



The ability to notice things, especially significant detail



You have probably come up with a huge variety of ideas – but can you hope to look at everything at one time?



Can you sort your ideas into categories so that ideas can come into your 'Frame of Seeing'?

Are you seeing the whole picture?



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Critical Reflection helps evidence your Professional Standards

Professional Standards

- Teaching and Learning is paramount.
- Secures the best outcomes for learners.

[Professional Standards
\(gov.wales\)](https://gov.wales/professional-standards)

- Opportunities to work productively with all partners.

- Employs an innovative outlook which is exemplified through the controlled and measured development of techniques.



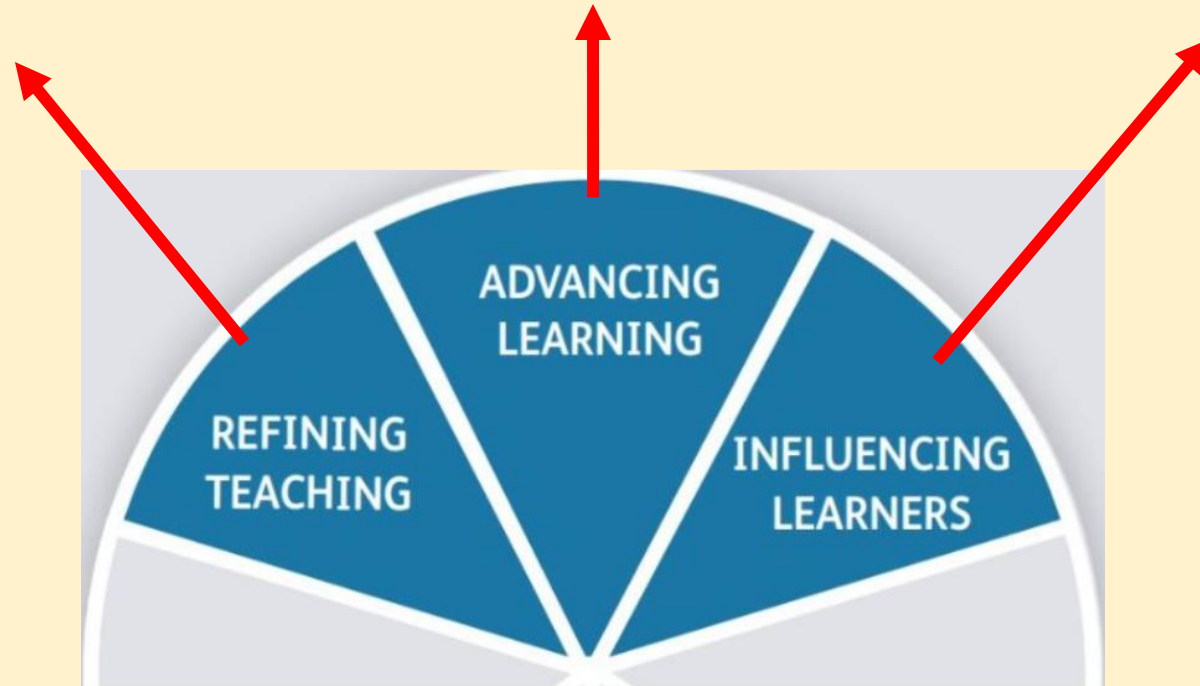
- Exercises leadership through all aspects of professional practice to support the efforts of others across the school.

- Consistently extends knowledge, skills and understanding.
- Shows how reflection and openness to challenge informs professional learning.

**Refining
teaching...
towards
sustained
highly-effective
practice**

**Advancing learning...
through effective
application of subject
knowledge and discipline**

**Influencing
learners...
building
positive
learner
disposition**



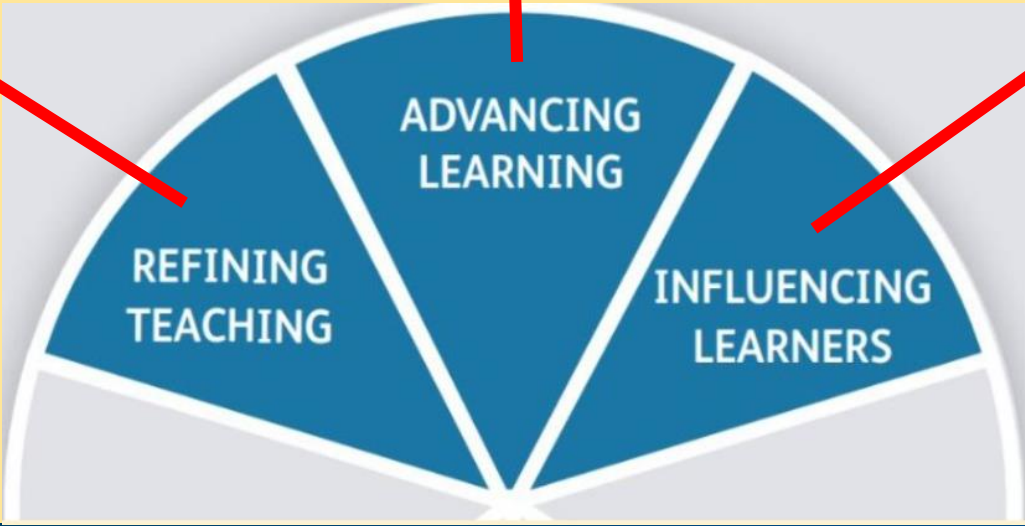
Descriptor: The student teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.

Descriptor: The student teacher demonstrates knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for the learners' experience.

Descriptor: The student teacher promotes and secures learners' self-motivation and self-direction in their learning.

Four Purposes for learners

Sustained effort and resilience in learners



Differentiation

Mid-Module Review

Please fill in the form and answer the questions with your comments and suggestions. It should only take a few minutes.

[Holidaur Llwybr QTS - Canol Blwyddyn / QTS Pathway Mid Year Questionnaire \(office.com\)](#)



*Thank you
very much!*

Amser ar gyfer
cwestiynau

Time for
questions



Rhestr Gyfeiriadau/Reference List

- [Curriculum for Wales - Hwb \(gov.wales\)](#)
- [Professional Standards \(gov.wales\)](#)
- Ryan, M., 2011. Improving reflective writing in higher education: a social semiotic perspective. *Teaching in Higher Education*, 16(1), 99-111.
- University of Wales Trinity St. David (2022) *QTS Pathway Glossary of Terms*. **Moodle**.