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Module 1

UNHE7007

Personal Statement on Teaching

I did not follow the traditional route into education. I completed my GCSE's and then a year of A-Levels before deciding to transition into the world of employment. From there, I embarked on an NVQ and BTEC, both vocational qualifications in the subject of Pharmacy. With these qualifications there was an emphasis on myself as an individual to be organised, motivated and proactive, directing my own learning. It was very much a process of independent learning with some support. I feel that the experience of being independently responsible for my own success and organising my own work will support me to support learners to do the same. Taking responsibility and having autonomy is key to success and as such, will be something I promote as a lecturer. (UKPSF - A2, K2, V2) .

Before embarking on the BA in Early Years Education and Care sector, I had only studied at level 3 and 4, therefore I initially found it challenging to adapt to the more formal, academic content I was being faced with in university. I was only able to overcome this challenge due to the skills of the experienced lecturing team, who took the time to break things down and explain them in detail. Developing an ability to understand and use academic journals, as well as legislation and policy supported me in achieving a first class degree. This is something I often reflect on when teaching the different groups I now teach. I consider the individual student's routes into academia and try to plan material and support that is targeted to their needs. In particular with level 4 students, who may be facing academic and formal writing styles for the first time. By taking the time to support students well at level 4, it will allow them to develop their skills effectively. (UKPSF – A1, A2, K1, K2, K3, V1, V2).

My own academic journey allowed me to develop and improve my knowledge and understanding, this was enhanced further by the effective and insightful feedback that lecturers would provide. As a consequence, now, when I am providing feedback to learners, I always try to make sure that it is positive, encouraging, and motivating as well as providing them with constructive criticism, pushing the learner to stretch themselves and develop further. (UKPSF - A3).

I experienced a variety of teaching styles from the various lecturers on the programme, this has inspired me to use a variety of teaching methods with the learners I now teach. Early years is all about hands on, active learning, this was

something that as a student myself, when we were tasked with a practical elements, I thrived on. Subsequently, I now try and incorporate a wide variety of teaching and learning methods, ensuring that the needs of all learners are being met. This includes outdoor activities, the use of apps such as Mentimeters and online quizzes, Microsoft Sway documents, and hands on learning. By combining a variety of learning methods, learner engagement will increase and it will encourage learners to see the links between theory and practice in a more realistic way.(UKPSF A1, A2, A4, K1, K2, K3, K4, V1, V2).

The opportunity for discussion and peer learning was a concept that was new to me as university student. I had not realised the extent to which peer learning would enhance my own knowledge, understanding and practice. Providing the opportunity for this in my classroom is something I feel is particularly important. Learners have a wealth of experience and prior knowledge and sharing that can help develop concepts and ideas outside of the traditional lecturing style. However, as a confident student myself, I enjoyed group discussions, feeding back and group activities. However, in my own cohort, I quickly identified that not all learners are confident enough to engage in these types of activities in a classroom environment. I am therefore mindful of this and try to incorporate ways for all learners to contribute without feeling intimidated. (USPSF - A1, A4, K2, K3, V1, V2)

I enjoyed my time on the degree programme as it was fast paced and interesting from start to finish. However, on reflection, I feel that this was mostly due to the passion, enthusiasm and drive of the lecturing team. They delivered a varied and interesting content that I was able to directly apply to my day to day role as a practitioner in the early years. Discovering a world of theory and research to underpin the work that I was doing every day was fascinating to me and took my understanding to a new level. This has inspired me to ensure that students feel as motivated and as passionate about the field they are studying as I do. To achieve this, I myself must keep up to date with current research and theory, and partake in continuing professional development. In addition, I must effectively reflect on the quality of my teaching material, methods and assessments as well as use feedback from learners to improve their experiences. (UKPSF A1, A2, A3, A5, K1, K2, K5, K6, V3, V4).

I believe, having experienced a wide range of learning myself, that teaching is a process, beginning with teaching and imparting knowledge, theory and research, then supporting learners to become engaged, confident and autonomous learners to taking ownership in their own learning and becoming fully immersed in their subject area.
(A2, K1, K2, V4)

Microteach 1

This session consisted of a 21 slide PowerPoint presentation on the topic of accessibility. I presented this to my colleagues at our annual away day. I felt very nervous for two reasons. Firstly, because this was the first time I would be presenting to my colleagues and secondly because I was tasked with looking at exploring the topic but prior to my research, I didn't have a vast knowledge base. I was mindful of the fact that some of my peers may have a better understanding than me, I tried to consider this when I was planning and designing the session (UKPSF A1). Despite having worked as part of the team for 10 months, due to Covid restrictions we really hadn't had many opportunities to come together as a group and I certainly felt the pressure before I started presenting. However, once I started, my nerves dissipated and I found my stride. I was concerned that I was focusing on disseminating the information rather than concentrating on my peers to check their level of understanding.

The amount of slides was appropriate for the allotted time and allowed me to disseminate the information, in a clear, structured fashion (UKPSF A2). However I did feel as though I had a lot of information to deliver and was worried I may be going a pace that did not suit everyone

By the very nature of the content, I was actually be demonstrated some aspects on the slides. I talked about font sizes, styles and colours, animations, formatting and tools. I used one slide in particular to encourage group discussion and add a practical element to keep my peers engaged. I laid out the slide with inappropriate backgrounds, fonts, colours, sizes and formatting and asked them to identify all of the errors. This allowed me to assess their understanding and provide some feedback (UKPSF A3, A4). This was received really well and my peers enjoyed the task. I think it was effective to be able to show the audience visuals of what we were talking about, this enhanced the learning process and targeted specific learning styles (UKPSF K2, K3, V1, V2).

The entire presentation led to a great deal of discussion surrounding what we do now, and how we can improve that to ensure all of our learners needs are being met with regards to accessibility when we consider and celebrate their diversity (V1, V2). These discussions enhanced the participation and learning experience (K2, K3). I

was able to share with my peers some research that I had come across that suggests PowerPoint slides should have a cream background rather than white because people with dyslexia can access the information more easily (V3, V4). We, as a group decided on certain consistent approaches that we would use as a team such as sticking to one font, one size, colour schemes etc.

During the session I introduced my peers to some digital applications and functions that they could use which would support them in ensuring their content and material was accessible to all going forward. This was received well.

The feedback from the group was very positive, I received comments such as;

- “Wow, you made a dry topic really interesting”
- “There was some much useful information”
- “good use of the ‘spot the mistakes’ slide to embed learning”
- “this was really useful for us as a group going forward”
- “we can be certain now that we are using a consistent approach

There was also some more constructive and useful criticism such as;

- “there was a lot of information and you did go quite fast”
- “we could have had more example in paper form rather than just on the screen”

I have since reflected on some of the session (above) and taken all of these on board in considering how I would adapt the session if I was to deliver it again

Teaching Intervention Cycle 1 – Preparing for a teaching session at short notice

I will be using Gibb's 1988 reflective cycle to reflect on this teaching intervention cycle, this will provide me with an effective structure to aid my learning (University of Edinburgh, 2022).

Description

I was asked, at short notice to teach the 'Leadership and Management for Systems of Quality' module to a group level 6 students. This module is designed to give students a better understanding of all aspects that drive quality within early years settings, including registration requirements, inspection processes, quality tools and policies and procedures. The content of the module consists of critiquing and evaluating these aspects that support settings to achieve provision of the highest quality.

Within the group that I would be teaching, there would be a mix of students, some who were working in practice and some that were not, some older students, some younger students, some students who had no experience of working in an early years setting and of course students with differing levels of ability (K3, V1). This meant that there would be students who would have little or no experience of many of the issues within the module and most would certainly not have had to consider quality from a leadership and management point of view prior to this. This brought to mind Bigg's (1999) '3p's' model of teaching (Kember, Webster and Chan, 2020).

This model allows teachers to assess and analyse the components within the '3p's'; **p**resage, **p**rocess and **p**roduct. By considering the components within each level, learners and teachers alike are more likely to achieve positive outcomes (Kember, Webster and Chan, 2020). On considering the model though, I felt that certain that there were student factors that had not been considered or had been overlooked up to that point, such as the range and levels of prior knowledge (K3, V1).

As I was preparing for the module and studying the course content, materials and resources (none of which I had developed, having been drafted in at short notice), it became clear that much of the course content was based on PowerPoints, with some self-directed learning. Considering learning styles, I was concerned that a module that was dominated by PowerPoint might not be an effective way for all

learners to learn (A1, A2, A4, K3, V1, V4). Trigwell and Prosser (1996) describe the process of learning as a method to develop individuals understanding through the sharing and dissemination of information. However, Concannon-Gibney (2020) argues that teaching is not simply a process of transmitting knowledge, but making it a more interactive and relational process. I believe this to be the case, I see the importance of and relevance of learners being able to link theory to practice.

Therefore I felt there was a need to change the way that the module was delivered. I relate this back to Bigg's (1999) '3ps' model, as a result of me analysing the prior knowledge of the learners in the 'presage' stage, I felt certain that the 'process' stage needed intervention so as to optimise the 'product' phase. Therefore, I decided to make changes to the 'process' stage to ensure that the 'product' stage was achieved (A5, K1, K2, K3, V1, V3, V4).

One of the aspects of the assignment for the module was to 'Critically analyse methods of quality assurance with a focus on a minimum of two types'. During lectures, many of these methods of quality assurance would be presented to students supported by PowerPoint presentations. As an individual who has recently moved from early years practice (a very hands on and practical field) into lecturing, I fully appreciated that it would be difficult for students to grasp some of these methods simply by being 'taught' by PowerPoint. Firstly, I wanted to glean what the students associated with quality, therefore, I planned to use Mentimeter to identify prior understanding (K4). I then decided, in order to facilitate learners to gain a better understanding of the different quality assessment tools, they would need to experience using them first hand. To do this, I planned to have one of the sessions be a practical session, giving the students the opportunity to use the tools for themselves. It would not be practical for the students to use all of the different types of tools discussed so I decided to choose two, the 'Sustained Shared Thinking on Emotional Well-being' (SSTEWS scale) and the 'Quality of Care' Report. This would provide them with an opportunity to relate their learning directly back to practice, embedding their new found knowledge (A1, A2, K1, K2, K3, V1, V3, V4). I also planned to provide a session for discussions around the two methods, splitting the group into smaller groups, allowing me to circulate the groups and evaluate understanding. By doing this I was able to consider informal feedback (A2, A3, K2, K5, V1, V2).

Feelings

Initially, having never taught the topic of quality before, I was uncertain how I was going to approach the module. I felt a little nervous at possibly changing the way that the module co-ordinator had intended for the module to be taught. However, I felt strongly that the students would benefit from a more practical, hands on session and peer learning style sessions to demonstrate and analyse some of the different methods of quality assurance. I was excited by the challenge of teaching a module I had not taught before, I knew this would be a learning opportunity for both myself and the students. I began to think back to the lectures that I had enjoyed most during my own undergraduate experience, and those were the lectures with a practical element, playing with resources for a play module, going on a nature walk for an outdoor environment module. This is supported by Becker and Denicolo (2013) who state that considering what teaching and learning methods one enjoyed as a student could be beneficial when planning lectures as a lecturer (A1, A2, A5, K1, K2, K3, V4).

As previously mentioned, it was important to consider the diversity in the group I would be teaching. Some of those considerations as identified by Prithishkumar and Michael (2014) are socio economic status, age ranges, previous academic experience, competency and ability, readiness to learn and preferred learning styles (V1, V2) Othman and Amiruddin (2010) discuss Fleming's 1987 VARK model, which describes differing learning styles; **V**isual, **A**ural, **R**eadng/Writing and **K**inaesthetic. They state that learner interest, attention and engagement can be greatly improved by using effective teaching methods and approaches. My aim was to ensure that any approach I decided on would benefit a variety of learning styles and abilities to process information. Tomkins and Ulus (2015) discuss how contemporary ideas on teaching suggest moving away from the more traditional transferring of knowledge between lecturer and student and moving towards a more student centred approach. I felt that by offering a blended approach, i.e. practical, hands on sessions, discussions and traditional PowerPoints that I would be supporting individuals' different learning styles as well as offering a more student centred, interactive approach. Trogden, Kennedy and Biyani (2022) supported this idea in discussing the

need to involve students actively to allow them to become move from being a passive bystander in their learning towards being a co-contributor (A1, A2, K1, K2, K3, V1, V4).

Evaluation

By giving students the opportunity to interact with and use the quality assessment tools in a practical, hands on and relevant way, they developed a better understanding of the benefits and/or limitations of them. This is evidenced through informal sessional feedback and more formal post sessional evaluation. I was aware that some students may have had some knowledge and/or some experience of these tools so it was important to ensure that the students themselves were able to interact and engage with practical resources to aid and embed learning. Postareff and Lindblom-Ylänne (2008) and Prosser and Trigwell (2014) support this by discussing the need for individuals to focus on their individual learning needs through engaging and interacting (A1, A2, K1, K2, K3, K5, V1, V4). Kolb's experiential learning cycle looks at the relationship between experience, action and reflection. Kolb's 1984 model describes a concrete experience – participating and contributing in an experience, reflective observation – reviewing, evaluating and reflecting on the experience, abstract conceptualisation – learning from the experience and making a conclusion and active experimentation – trying out or planning as a result of the experience (Kolb and Kolb, 2009). This model supports the idea of using a practical experience to support students to participate in the learning cycle, in turn allowing students to use this process to embed their learning. In class, after discussing with the students what the intention was for the session I utilised the PowerPoint to discuss and explain the requirements of both of the quality assessment tools we would be using during the session. Before using the SSTEWS scale, which looks at practitioner-child interactions, I showed the students a video of a play session in an early years setting. I then put them into groups and I asked them to consider the video to assess the quality of the interactions using the SSTEWS scoring scale. This corresponds to the concrete experience in Kolb's learning cycle. After using the scale themselves first hand, we then had a discussion about the benefits and limitations of the scale in terms of assessing quality, reflecting on what they had identified. This corresponds to the reflective observation part of Kolb's model. The students were able to form their own opinions and ideas after having learnt from their

own use of the tool. This corresponds to the abstract conceptualisation of Kolb's model. Finally, students were able to plan how they would use the information and insight gained to support their own practice. This corresponding to the active experimentation part of Kolb's model. We used the smaller group discussions to further identify and analyse the benefits and limitations of the tool (A1, A2, A5, K1, K2, K3, V1, V4).

With the quality of care report task, I put the learners into groups and asked them to consider one of their own settings or a setting they were familiar with in order to complete the report. The report takes the form of a self-evaluation process, looking at what settings do well, how do they know this, what they need to improve and how they are going to achieve this. The form is split into sections, for example well-being, leadership and management. I asked each group to focus on a section of the report and complete the evaluation. This allowed students to identify existing knowledge and understanding and to develop this further by working through the form and evaluating practice. After completing the quality of care report, we once again used discussions to consider others' viewpoints. This peer learning contributes to the learning process (A2, A3, A4, K1, K5).

For both of the methods we looked at, I split the group of students into small groups to undertake the practical element. The students reacted well to the session, they seemed excited and empowered by the fact they were able to trial some of the method's that they would be using for their critique in their assignment. This was reflected in the students willingness and enhanced level of engagement in the teaching and learning. Their enthusiasm to have a go, ask questions and discuss the methods in depth, both with me and with each other demonstrated their enjoyment and level of understanding of the session (A1, A2, K1, K2, K3, K5, V1, V4).

The students highlighted that the session, including the resources and instruction provided had been beneficial, both through verbal informal feedback at the end of the lecture and also through the more formal feedback that takes the form of evaluation forms at the end of each module (A4, K5, K6). I had provided the students with blank SSTEW evaluation forms, guidance on how to use the SSTEW scale, a video resource of an early years setting, blank quality of care reports, example quality of care reports and example inspection reports. By using this combination of

physical resources, supported by the PowerPoint presentation, I was confident that it would support all learning types in the learning styles contained in the VARK system. However, I am mindful that some students may have preferred to work more independently rather than use the group discussions to embed the learning or prefer a more formal theoretical approach.

Analysis

As this was a level 6 module, the students are being asked to become critical, evaluative and analytical. By giving them the opportunity to try some of the quality assessment tools themselves, it gave them a better standing with which to develop those skills. Seal (2021) supports this, stating that as educators, our priority is to develop critical thinkers, allowing students to go on and apply these skills to practice. Current research demonstrates the desire for teachers to classify knowledge, skills and attitude and to be able to synthesise the three in order to achieve academic success (Templeman and Pilot, 2010). This is certainly true for this module, the learners needed to experience a combination of approaches in order to achieve and acquire the underpinning knowledge, practical skill which in turn, result in a change of attitude, in this case, towards quality.

Conclusion

The students all engaged with the practical aspect of the lecture. Tobin and Behling (2018) believes that when learning is active and interactive, that learning can flow. Students were more confident, not only in approaching their assessment but also in using these methods in their own practice in the future. Undertaking this process has allowed me to develop my confidence in my own teaching ability. My approach has always been student centred and this process allowed me to ensure, on reflection, the approach I took here, continued this approach. The approach being a combination of theoretical underpinning, practical experiences and a degree of student interaction Understanding the challenges facing these students/practitioners validated my approaches.

Action Plan

Going forward, I think the approaches I took and the changes I made, from a very PowerPoint heavy module to a more interactive and relatable module, were

successful. I have since been made module co-ordinator for this module. This means I will have more autonomy over the content and delivery of the module going forward. However, due to the formal and informal feedback of the module, which was all positive, and the fact that all students on the module passed I will continue with delivering the content in the same way at the current time (A1, A2, A3, A4, A5, K1, K2, K6, V1, V3, V4).

Impact of the reflective teaching cycle linked to the UKPSF

Evidence

A1 – As a direct result of this reflective teaching cycle I have an improved understanding of the importance of planning and designing and effective programme that is appropriate and suitable for all learners. I carefully considered the process of planning and designing content before embarking on delivery.

A2 – I used a variety of teaching methods to impart knowledge, provide skills and change attitudes. By reflecting on the different approaches I am confident I considered the differing levels of support and approaches that students may require.

A3 – By splitting the larger group into smaller groups, I was able to circulate the room and assess the learners understanding by observing and joining in their discussions. There was opportunities for me to provide verbal feedback

A4 – I developed a better understanding of effective learning environments by acquiring feedback from learners, both informally and formally.

A5 – As part of this reflective teaching cycle I have developed a deeper understanding of teaching models and methods and have incorporated these into my teaching practice going forward.

K1 – Although I had never taught quality before, I did have a very good understanding of the subject matter having recently come from practice, I feel I was able to demonstrate this through identifying a need for a hands on approach to support the learners understanding.

K2 – Having assessed the subject area, I was able to employ appropriate methods of teaching for the academic level. By giving learners the opportunity to try some of the

methods of assessing quality themselves, this would prepare them better for the level 6 requirements of critiquing and evaluating.

K3 – I considered, in depth the different learning styles of the individual learners, which is why I chose to adapt the delivery method. I also considered this from perspective of the subject area; early years is a very practical field where we promote hands on, active opportunities to learn.

K4 – I used a Mentimeter and PowerPoint effectively to demonstrate how the appropriate use of Learning technologies can support learning and teaching.

K5 – By using the informal approach of circulating the room to evaluate understanding I was also able to identify if the teaching had been successful. There is evidence of effective teaching through the formal and informal feedback but also in the success rates of learners passing the module and learner progression.

K6 – One of the most effective ways to assess and judge quality assurance and quality enhancement is through the formal module feedback. This is used to influence future planning, contents and delivery of the module from a teaching perspective.

V1 – I demonstrated a clear understanding of the diverse needs of the group by identifying the need to adapt the delivery of the content. Through utilising a combination of traditional PowerPoint lectures, practical sessions and discussion, most learners will have had opportunities to gain a deeper level of understanding using a style that suited them.

V2 – By splitting the groups into smaller groups I was promoting opportunities for those who may have felt intimidated by larger groups to contribute in a safe and comfortable environment.

V3 – I used Bigg's and Flemings models and theories to inform the decision I made before starting the module. This demonstrates my ability to use research and continuing professional development to enhance and improve my teaching.

V4 – By adapting the delivery of the module and making this a more practical session for students to experience using tools that they may use in practice demonstrates my understanding of the implications for practice.

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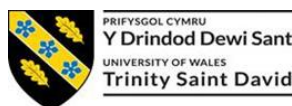
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Teaching Observation 1 (By me)



PGCert tHE Lesson Observation Form

Teacher	Natalie Macdonald			
Date	08/10/2021	Duration	1.5 hours	
Group	English Medium Day		No. in Group	18
Level	6	Location	Carmarthen CJ5	
Topic/Context	Enabling Pathways and Non-Maintained curricula – Early Years Curricula Module			

Teaching Characteristics: Preparation, selection and organisation of content; Choice of teaching/learning methods.

There was evidence of well-defined and purposeful preparation for the lecture with relevant and appropriate content used for the students present. Range of teaching methods used including presentation and discussion. Fully referenced information used.

PowerPoint used clear and bilingual, some slides had too much information but were effective in outlining the aims of each section.

(UKPSF – A5, A4, K5, K6, V3, V4)

Presentation: Beginning class, introduction, continuity with other sessions, students' prior knowledge; Clarity of presentation; Pace; Attitude to subject matter; Use of appropriate reinforcement; Ending the session – summary, future work, etc.

Natalie welcomed the students warmly and they were obviously comfortable with her by their relaxed nature. Natalie used the beginning of the class to ask if anyone had any questions from the previous session or about the module assessment. Students were eager to discuss the assessment and Natalie

fielded all questions until all of the students were happy. Natalie then effectively outlined the intention for the session, which was to look at the Enabling Pathways and new Non-maintained curriculum. This followed on from the previous lecture in the previous session that looked at the unique child. Natalie ensured that the students could see a link between the sessions. The session would allow students to gain a deeper understanding of curriculum requirement and intentions whilst considering the 'unique child. This was a really vital session as many of the students did not have a hands on experience of early years curricula. This session would allow them to gain a deeper understanding of the pedagogy here in Wales before going on to look at other countries' early years curricula. Natalie was very attuned to the students understanding throughout the lecture, she

Technique and Aids: General apparatus – board, data projector, use if handouts, technology enhanced learning; Question and answer technique; Other evaluation procedures, class management, instructions to students

Natalie utilised a variety of resources during the session. She used the rooms Highflex system in the room to include students who were self-isolating at home. She used the IT in the room effectively to share the PowerPoints and used a flip chart and pens to record students thoughts during opportunities for engagement. There was opportunities for students to ask questions at the beginning and end of the session, Natalie also offered the opportunity for 1:1 tutorials. She managed the class effectively when discussions became heated, giving all students the opportunity to share, respecting the diversity within the group. Natalie provided students with a handout of a journal article to read and evaluate before the next session, giving clear and succinct instructions. (UKPSF K4, V2)

Natalie's ability to engage the students was impressive, in part because of her knowledge and passion for the subject matter but also her ability to put students at ease. Natalie effectively used examples from real life contexts in practice to emphasize points and this resonated with students and strengthened the students understanding.

Student Responses: General class atmosphere, level of participation, attention and interest; Student attitude and ability to carry out classwork; Were learning problems identified and overcome? Awareness of individual needs; Attitudes to students.

This group of students had spent the first year and a half of their studies solely online due to Covid, however since coming back onto campus for a blended approach they had established good relationships. They were comfortable and confident to engage in the session in front of their peers. There was one individual who struggled to connect with their peers but Natalie tried to include her in group discussions. As a group, the students were fully engaged and Natalie was in tune with their needs and were treated with respect. (UKPSF V1, V2)

General: Was effective communication achieved? Was there good student – teacher rapport? Were the aims / outcomes achieved? Appropriateness of teaching / learning methods.

As previously mentioned, the relationship between Natalie and the students was relaxed and comfortable. The two way communication was effective. The aims of the session, which were outlined at the beginning were achieved and teaching methods were effective as all students demonstrated a deeper understanding as the session went on. Natalie was able to assess this through discussions. (A3, K5)

seemed to be able to identify individuals who were struggling and reiterate points without identifying specific students. Natalie spent more time on some of the more complex points than others which was effective. (UKPSF A1, A2, A4, K1, K2, K3, V1)

Throughout, Natalie's passion and wealth of experience about the topic shone through, she was able to field any queries or debates by reflecting on her own time in practice, which, again supported the students to see the links between theory and practice.

The lecture concluded with a question and answer session on the contents of the lecture, this allowed Natalie to assess understanding and provide feedback.

Examples of good practice:

- Using examples and reflections from practice was effective in students being able to see the link between theory and practice.
- Natalie pitched the level of the lecture appropriately for the group.
- Natalie's enthusiasm and passion had an impact of student engagement and enjoyment.

Action Points:

Nothing of note

Lecturer: _____ N Macdonald 21/10/2021

Observer: _____ N. Young 21/10/2021

Teaching Observation 2 (of me)



Ysgol Plentynod Cynnar – School of Early Childhood

Arsylwi ar gymheiriaid
Rhannu arfer dda

Peer appraisal
Sharing Good Practice

Modiwl/Module: ECEY5006 Leadership and Teamwork	
Dyddiad/Date: 28 th March 2022	Amser/Time: 9-11
Y darlithydd/The lecturer: Natasha Young	Arsylwr/Appraiser: Natalie MacDonald

Cynnwys/Content:
Initial lecture for new module at level 5 introducing the assignment, module and content.

Strategaethau dysgu ac addysgu/ Teaching and Learning Strategies

Confident use of technology delivering an online session using teams for online live lecture.

Referring to resources is effective and encouraging students to engage in them.

Revisiting the requirements for level 5 is effective for students.
Frequent links back to learning outcomes throughout.

Expectations clearly set out for students. 6

Resources used included PowerPoint, Live discussions, Q and A opportunities, videos,

Arfer Dda/ Good Practice

This lecture focused on the assignment and significant time was spent on this ensuring students had sufficient understanding of the learning outcomes and requirements.

Frequent reference to what markers are looking at and the need for additional work outside of the lecture contact time.

Discussion of points on PowerPoint are extended and effective, links are made to practice and experience which helps students to contextualize the content and make it more relatable facilitating understanding.

More complex aspects are reframed and discussed to enable understanding and account for differing levels of understanding and learning styles within student cohort.

Clearly responded to student queries providing further clarity on the assignment.

Monitored online chat well.

Awgrymiadau a materion i'w hystyried/ Suggestions and issues to consider

No need to tell students you are new and still learning, this may open you up to critique or a change in attitudes.

Develop use of breakout rooms to allow discussion of assignment and then feedback questions and concerns. Often students will not share questions and concerns with lecturer directly during the first lecture – I have found this a useful strategy.

Once groups are chosen, set up breakout rooms of groups for discussions (this may be something you are planning to do already).

Pwyntiau gweithredu/ Action points

Consider use of breakout rooms to allow discussion of assignment and then feedback questions and concerns.

Darlithydd/ Lecturer:

Arsylwr/ Observer:

NF MacDonald

Dyddiad: 6/5/22

Teaching Observation 3 (of me)



Ysgol Plentyndod Cynnar – School of Early Childhood

Arsylwi ar gymheiriaid

Peer appraisal

Rhannu arfer dda

Sharing Good Practice

Modiwl/Module: ECEY5006, SA1 day group online

Dyddiad/Date: 25/04/22

Amser/Time: 9-12

Y darlithydd/The lecturer:

Natasha Young

Arsylwr/Appraiser:

Rachel Iles

Cynnwys/Content:

Second week of the module, started the session discussing assignment progress and decided action plan for group work in next lecture. Then recapped sessions before Easter break (leadership, Mickinsey's 7 theory, leadership styles, skills needed for leadership) and then went onto introduce this session on team building and importance of teamwork.

Resources: PowerPoint slides, lecture held online via MS teams, chat function and discussions.

Strategaethau dysgu ac addysgu/ Teaching and Learning Strategies

- Discussed transferable skills and the list of NOS criteria
- Introduced concept of teamwork and working within a team regardless of role
- Asked students to provide examples of own experiences of working within a team and whether these were positive or negative experiences and how it impacted on the setting or team.
- Referred back to topics and examples discussed in previous lectures
- Encouraged students to contribute
- Listened attentively to student contribution, probing students to expand further
- Directed students to relevant authors and reading needed for assignment
- Examples of YouTube videos used to open discussion on teamwork

Arfer Dda/ Good Practice

- Clear explanations of concepts and checking that students understand
- Allowing students opportunities to ask question and contribute to discussion if they wish to
- Effective listening and probing questions to get students to expand on points
- Positively reinforcing student contributions with positive comments

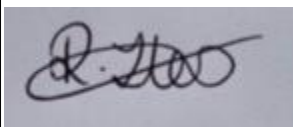
Awgrymiadau a materion i'w hystyried/ Suggestions and issues to consider

- Could give more practical examples that link to the assignment to avoid confusion.
- Introduce different online learning software's to encourage engagement and participation online, such as word clouds and white board.
- Explain some terminology in more detail such as the 'storming, norming' terms which will probably be new concepts for students.

Pwyntiau gweithredu/ Action points

- Be clear when discussing the assignment and take more time to discuss aspects that students are unsure about to avoid confusion.
- Look into different online platforms that can be used to increase engagement.
- Considering the lack of attendance in this online session, Natasha did a very good job in encouraging students to contribute in discussions and to provide practical examples to support discussion points.

Darlithydd/ Lecturer: Natasha Young



Arsylwr/ Observer:

Rachel Iles

Dyddiad: 10/05/22

CPD Reflective Report 1

Details of activity

Neurodiversity – Affirming practice in the early years.

A session examining at neurodiversity in the early years and how practitioners can modify our approach and language to ensure a truly inclusive, neurodiversity-affirming environment for all children in their care. (1hr)

What was the learning need or objective that was addressed?

The training session addressed some of the developments in language and terms within this complex subject. It also discusses the need to change the views of practitioners who still believe children with neurodiverse needs should have to change to 'fit in' and instead encourage practitioners to adapt and modify practice to suit all children.

What was the outcome of the activity?

With the benefit of hindsight, what are your feelings about it?

I felt the session was very interesting and thought provoking however, I felt that an hour was not long enough to process all of the information and explore concepts and ideas further. I felt, that a longer session would have enabled better explanations and more practical strategies to have been introduced. This would have afforded me a better understanding to take back to my own teaching of the subject. department.

How does this fit in with your current practice, understanding or attitudes?

The session was useful and I gained a greater understanding of the importance of keeping up to date with changing landscapes within the topic of neurodiversity. There were terms discussed within the session that I was unfamiliar with and this will benefit my practice and my ability to teach this subject to my students. As a result of this session I have a better understanding of the effect of not practising an inclusive approach with regards to neurodiversity can have on children and families.

UK Professional Standards Framework Criteria met-

A1, A2, – through learning the new terms and language used within the topic of neurodiversity it will enable me to develop and modify my own material when designing, planning and teaching of this subject in the future. By having a better understanding of the subject of neurodiversity, and using it effectively, I can

incorporate what I have learned to benefit my future students, in turn supporting their improved approaches to practice.

K1, K2, K3, K6 – this training has reiterated the need for continual professional development as it has updated my current knowledge on the subject matter to the most up to date information, meaning I can be confident that I am passing on the correct information to learners. I can assess the needs of my learners whilst taking into consideration what I have learned from this event. The very nature of the content of this course has made me consider the needs of all learners, pushing me to adapt material to suit their needs, both generally and in terms of Early Years. Quality assurance and Quality enhancement will be observed by the fact that I now have a better understanding of the correct and most current terms are being used, keeping my teaching current. This ensures that as a lecturer in early years I am up to date with current changes and ideas, which will support my teaching to be of a high quality.

V1, V2, V4 – this training has supported and strengthened the importance of valuing all members of our diverse learning groups and to embrace and respect others to create learning communities of depth. Again this has strengthened the need to encouraging all appropriate individuals, regardless of their ability that they can be successful in higher education with the right support. It is important to consider that those we are teaching are going into or already working in professional roles, therefore the need to ensure a quality learning experience can and will have a positive impact on the field of early years.

How can you incorporate any new understanding or skill you have into your day-to-day practice?

The new understanding will allow me to confidently use my knowledge to teach the subject to my students. My better understanding will enable my students to have a better understanding of the subject.

Further learning needs

Have you identified any new learning needs to feed forward into your PDP?

There are many changes happening in Wales with regards to the topic of neurodiversity, new legislation new code of practice, change in terms and language and I have a better understanding of these. I do feel though, that as these changes are introduced, there will be a need to continue to develop my subject knowledge to ensure I have a clear understanding of the subject that I may teach in the future.

How might you address these?

Ensuring that I attend any future cpd events on this subject, share information with colleagues and continue to research the subject. This will allow me to maintain and develop my understanding in order to benefit my students.

N M Young	Date reflective note completed February 2022

CPD Reflective Report 2

Details of activity

Floor Play Foundations.

A session looking at Developmental Movement Play, covering the process of physical development, how and what to observe and how to best support this in practice. This was approximately a 4 hour, online session.

What was the learning need or objective that was addressed?

The training session analysed physical development, demonstrating the importance of concentrating on the processes that contribute to mastery rather than focussing on developmental milestones and outcomes. It also emphasised the need to be observant and know what to look for and consequently, what to do to support children's physical movement development.

The session built on previous knowledge and understanding of child physical development

What was the outcome of the activity?

With the benefit of hindsight, what are your feelings about it?

I felt the session was appropriately pitched for individuals with little knowledge, or individuals, who like me had a good prior knowledge and understanding. The structure of the session was very effective in that, there was opportunities to impart knowledge, assess my understanding through online quizzes at the end of each section, and regular opportunities to reflect on practice. I felt I was provided with adequate time to undertake all of the exercises and these methods really contributed to my engagement and understanding. (UKPSF A2, A4, K1, K2, K3, K4,)

How does this fit in with your current practice, understanding or attitudes?

The session was extremely useful, as a direct result I have a much deeper understanding of the need for children to go through certain processes in response to innate reflexes. This is going to have a real impact on my attitudes towards this topic when delivering it as part of the modules I teach on. It's relevance can be linked to at least three of the modules I teach on, and I feel my colleagues would benefit from undertaking this training too, to enhance and improve their own knowledge and understanding. (UKPSF A5, K1, V4)

Through learning the value and impact that floor play can have on early stages of physical development I can now use this to underpin my own practice and

incorporate some of my newly found knowledge in planning and designing of content for learners. This ensure that teaching and learning is current and up to date, based on current research .Using similar techniques such as the quizzes and reflective aspects will help me support, asses and provide feedback for learners as well as encourage engagement, whilst considering the diverse needs and academic levels of my audiences. This training has truly made me question the need for settings and practitioners to ensure there are processes for quality assurance and quality enhancement in place. Engaging in this continuing professional development has developed my understanding and will improve professional practice, both my own and that of the learners I teach. (UKPSF A1, A2, A3, A5, K1, K2, K6, V1, V2, V3, V4)

How can you incorporate any new understanding or skill you have into your day-to-day practice?

The new understanding will allow me to confidently share this new deeper level of understanding which will subsequently improve practice. As previously mentioned, I will be encouraging colleagues to undertake this course so they can develop their own understanding and professional development. (UKPSF A5, K1)

Further learning needs

Have you identified any new learning needs to feed forward into your PDP?

This training has inspired me to go on and do the other courses available that look at movement from half height to full height and observe how what I have learnt as a result of this training underpins further training. There are 4 courses available, by undertaking them all, this will provide me with an extensive and deep understanding of physical development and how practitioners can support this. This will have a profound and practical effect on myself, my students and the children in their care.

How might you address these?

I will ensure that I make time to complete the remaining courses. I will share good practice with colleagues and students alike. I will encourage them to undertake the training themselves.

UNHE7007
UNHE7008

Student no.
1804341

N M Young	Date reflective note completed June 2022
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CPD Reflective Report 3

Details of activity

Launch of 'Introduction to Play' book

A session launching 'introduction of play' book where many of the chapters' authors would be talking about the thoughts and inspirations behind their work.

This was a 1 hour online Zoom session.

What was the learning need or objective that was addressed?

The session included talks from the editor and also some of the chapters authors. They spoke in detail about what inspired them, and how they wanted the work to come across to the audience. The objective for me for this session was to gain a deeper understanding of some of the principles of play to support me in delivering the Play module.

The session was helpful if you were already familiar with and had read the book and but also, if like me, you were new to the book and hadn't read it.

What was the outcome of the activity?

With the benefit of hindsight, what are your feelings about it?

The session was clear in that it gave a very good insight not the inspiration for the book. The idea being to educate and instil the importance of the work that children do; play. Also supporting practitioners to have a deeper understanding of all aspects of play and they can support and develop play. I found the talks on the areas of early years play that I am specifically interested in especially useful, such as Outdoor Play, the role of the adult and inclusion. What would have been more useful, in hindsight, would have been for all of the authors to have been present to represent their own chapter, rather than just a handful of authors. I do however, appreciate that to do this would have made the session much longer than one hour and would probably have taken a different feel to a 'book launch'. The structure of the session was very effective and structured well, and there was some opportunities for questions and answers but this was limited, this limited my opportunity to extend my knowledge. I did feel however this was a worthwhile and useful opportunity for continuing professional development. (UKPSF A5, K1, V2).

How does this fit in with your current practice, understanding or attitudes?

The session was useful, the content from the book is based on current research and contemporary ideas around play. This will help support my own current practice and that of the students I teach. The knowledge gained from this will support me in my delivery of modules I teach on (UKPSF K1, K3, V3)

Through learning the fundamentals of play I will be able to underpin my own practice and incorporate some of my newly found knowledge in planning and designing of content for learners for future modules. This session and the book itself will help ensure that teaching and learning is current and up to date, based on current research. The authors all talked about issues surrounding diversity in play as this is a theme throughout the book, this influenced my thinking on play for all children on a wider level. As a result of this session, I will have the knowledge and understanding to support our students with a deeper understanding of the topic, I will be able to use my new knowledge to plan, develop and deliver content suitable and appropriate to the level of study of my students.. (UKPSF A1, A2, A4, K1, K2).

How can you incorporate any new understanding or skill you have into your day-to-day practice?

The new understanding will allow me to confidently share this new deeper level of understanding which will subsequently improve my own practice and that of my students. (UKPSF K1).

Further learning needs

Have you identified any new learning needs to feed forward into your PDP?

This training has inspired me to complete the book, and embed the learning into my own teaching. I already had a good understanding of play and although this session was useful it has not supported me to identify any additional learning needs other than the need to keep up to date with current research in the area.

How might you address these?

I will ensure that I make time to research current theories and research and embrace any new learning opportunities as a result of this.

N M Young

Date reflective note completed

April 2022

Date	Module	Hours	Total Hours
1/11/2021	ECEY4001	9.30am-1pm (3.5)	3.5
4/11/2021	ECEY4001	9.30am-3.00pm (5.5)	9
8/11/2021	ECEY4001	9.30am-1pm (3.5)	12.5
11/11/2021	ECEY4001	9.30am-3.00pm (5.5)	18
15/11/2001	ECEY4001	9.30am-1pm (3.5)	21.5
18/11/2021	ECEY4001	9.30am-3.00pm (5.5)	27
30/11/2021	ECEY5008/C	9.30am-3.00pm (5.5)	32.5
03/12/2021	ECEY5008/C	9.30am- 1.00pm (3.5)	36
07/12/2021	ECEY5008/C	9.30am-3.00pm (5.5)	41.5
10/12/2021	ECEY5008/C	9.30am- 1.00pm (3.5)	45
04/01/2022	ECEY5008/C	9.30am-3.00pm (5.5)	50.5
07/01/2022	ECEY5008/C	9.30am- 1.00pm (3.5)	54
TOTAL			54

W. Young

14/01/2022

N. J. Macdonald

14/01/2022

Module 2

UNHE7008

Teaching Intervention Cycle reflecting on identifying needs in level 4 group returning to study after Covid lockdown

Situation

At the beginning of this academic year (22/23) upon returning to full face to face learning for the first time in nearly three years as a result of the Covid Pandemic, I was tasked with teaching Human Development to a small group of level 4 students. This is the second module of the Early Years Education and Care degree at the University of Wales Trinity St David. I had taught this group of students for their first level four module which was 'Learning in the Digital Era', which involved providing students with skills they would need to succeed throughout their academic journey. During that first four week module I spent time getting to know students and their levels of ability. Whilst this was a group of mixed ability, I identified that this group of students, generally, were lacking aspects of academic and social awareness as well as independence and confidence. I was mindful that on commencing the 'Human Development' module, my approach would have to change, based on the amount and type of content for the module and the learners previous learning experiences. The 'Learning in the Digital Era' module was a more about providing the fundamental building blocks of academic skills for success, including information such as note taking, referencing and plagiarism, whereas the 'Human Development' module involves more complex ideas and concepts based on theory linked to Early Years practice. This module would require significantly greater academic interaction, both face to face and in assessment (A1, A2, A4, K2, K3, V1, V2).

Rationale for change

The majority of the students had come from a further education environment or directly from school and had experienced learning through the lens of online interaction during the Covid lockdown, which meant that much of their experience of further education had been through the use of digital platforms such as Teams or Zoom. This resulted in an even greater transition, for this group, from online support to a more autonomous HE facilitated mode of learning which was identified by the

University and the team during the induction process. Leese (2010) supports the idea of an effective induction and supportive transition to Higher Education in order to make the experience a positive one, resulting in students being more likely to maintain engagement and progress. Melvina *et al.* (2020) highlighted that learners were faced with many challenges as a result of online learning, including reduction of knowledge and skills and the impact of teachers limited experience and knowledge of the platform. However a study carried out by Adwani and Alfadley (2022) highlighted that overall, use of online platforms such as Teams could have potential benefits such as improving interactions between learner and teacher and expressing concerns was easier online than it is face to face. According to Dash *et al.* (2021) although traditional styles of teaching have been tried and tested, there was potential for online learning to revolutionise the teaching and learning process. However Case *et al.* (2022) state that approaches and resources used for lecturing can influence the students independent learning outside of the classroom. Therefore, it would be vital to achieve a balance that would support students to become effective and autonomous independent learners for the future. During their first module, it was evident that their previous experience consisted of having information imparted on them in the form of traditional lecturing style via Power point lectures delivered digitally. Students told me that these 'lessons' were solely information giving with little to no opportunity for preparation, participation or formal reflection. Xingeng and Jianxiang (2012) highlights that PowerPoint lectures can negatively impact learners participation and engagement. However Samiei Lari (2014) in contrast, using PowerPoint could be a useful pedagogical tool in motivating students to learn. I considered that the sole use of PowerPoint on a digital platform had negatively impacted this group of learners. As a result of this I identified a need to make this module a more active learning experience for the learners to develop and contextualise their learning. Freeman *et al.* (2014) support this, suggesting that engaging in an active learning style can be more beneficial in concept development than the traditional passive learning style. However, Andrews, Auerbach and Grant (2019) identify that for this to be an effective approach, lecturers will require a specific and detailed understanding of teaching and learning. Lim *et al.* (2019) discuss the ICAP framework, which refers to the four levels of learners cognitive engagement; Interactive, Constructive, Active and Passive. The **interactive** level of learning within the framework refers to two or more individuals taking part in question

and answer style discussions, deepening comprehension. **Constructive** teaching allows learners to gain an understanding by participating in discussions and creating materials. The **Active** level is a process whereby learners engage with course material to develop learning and make practical links between knowledge and practice. The **Passive** level refers to the more traditional style of learning whereby a learner listens to information being conveyed (*Lim et al.*, 2019). Evidence demonstrates that learner development is at its lowest during the passive approach, that there is an increase in efficiency through the active and constructive approaches but learning is at its best when the interactive approach is utilised (Roberts, 2017; Chi and Wylie, 2014; Cavanah, 2011; Graffam, 2007).

Lim et al. (2019) ICAP framework builds on and supports Biggs (1999) who identified the two way interaction between a learning activity and the teaching approach. This interaction can either stimulate or negatively impact students levels of engagement and as a result the degree of learning that occurs. Biggs (1999) theorised that passive teaching activities resulted in low level of learner engagement and a vast achievement gap between the learners whose academic ability was higher and those who lacked in academic ability. Conversely, more active teaching and learning opportunities not only resulted in higher levels of learner engagement but also reduced the achievement gap between learners at contrasting ends of the ability spectrum (Biggs, 1999).

Therefore, after considering that this group of learners had primarily been exposed to a prolonged periods of the passive style of teaching and taking into consideration the effects of learning throughout the Covid pandemic and the different abilities within the group, I was able to identify a deficit in learning, skills and ability. In particular, the learners in the group were lacking in social and academic skills as well as confidence, independence, autonomy and esteem. There was a clear need to adopt a more active and interactive style of teaching to support learners to begin relating, applying and theorising (Biggs, 1999). This is supported in more contemporary thinking, Trogden, Kennedy and Biyani (2022) highlight that by 'doing more' and becoming more actively involved in their learning, students could become co-contributors rather than simply participants.

It was also apparent, upon reflection, that there was a deficit of independent research skills, this had become clear during the previous module where learners had found it difficult to engage with books or journal articles due to being directed solely towards internet and web based sources. According to Cottrell (2019) identifying, assessing and using appropriate sources is an academic skill that learners will need to acquire for success. Therefore I felt that providing learners with opportunities to develop these skills was an important aspect of their progression.

An area where the learners had previously received extensive facilitator support and direction was assessment. Learners, rather than independently plan and work on their assessments, received a more didactic, directive and instructed approach. I needed to support the students to develop skills of working collaboratively and independently in order to succeed academically at this, and future academic levels.

An approach to support this transformation is a consideration of the 'Assessment for Learning' model (AfL). This is an international discourse in educational policy that identifies the purpose of assessment and explores the shift from a measurement of ability to focusing more on learning (Willis, 2011). Willis (2011) go on to highlight the relevance of including and guiding learners in the assessment process. Gipps (2016) states that this model will support learners in becoming more independent and autonomous learners ready for lifelong learning. However, Boud (2000) affirms that for individuals to become lifelong learners there has to be a shift from the sole territory of the educator and into the domain of the learner.

On identifying the needs of this group of learners, I reflected and concluded I would take a three pronged approach to support these learners to develop the skills they would need for future success. Firstly, I would need to ensure any approaches or techniques employed in my facilitation would support students to participate in a more interactive style of teaching and learning and encourage them to take a more active role in their own learning. As according to Chickering and Gamson (1987), learners do not learn effectively from passively listening to teachers giving information. Secondly, I would need to support students in developing a more constructive and effective approach to research. Thirdly, I would need to reconsider the level of support and learner engagement throughout the module in the context of assessment.

Upon reflection, I felt all of the issues identified pointed towards the need to bridge the attainment gap caused by the Covid pandemic. Donnelly, Patrinos, and Gresham (2021) identified a significant loss in learning as a result of the Covid-19 Pandemic, which could have long lasting effects on learner progression. There was a clear deficit in the skills these students currently possessed and those needed to successfully navigate a university degree (A1, A2, A3, A4, A5, K1, K2, K3, K4, K6, V1, V2, V3, V4).

Plan of action

Increasing the level and quality of Interactive engagement

The importance of providing opportunities for learners to experience the interactive and constructive approaches from the IPAC framework (Lim *et al.*, 2019) would be key during this module in order for them to gain skills that would help them develop.

I planned a range of activities with opportunities to use a variety of resources to create material which would support them in being more interactive and participatory. Outlined below are the methods I planned to adopt.

Creating a poster - one of the tasks I planned was for them to create a poster demonstrating their understanding of one of the sub topics discussed in class, which related to developing an understanding of the 'types of emotional attachment' as outlined in Bowlby's 1969 theory (Bretherton, 1992). I gave the students large sheets of paper and coloured markers and asked them to work collaboratively to meet their brief. For this initial phase of facilitation, learners would not be required to undertake research; their focus would be on the need to discuss, brainstorm and note what they had learned from the lecture on attachment theory. This would prove an useful tool for me to assess learner understanding and plan future sessions based specifically on current needs of the learners.

Quiz -Another activity I planned was an interactive quiz using the Slido software on PowerPoint. I had used a traditional style question and answer quiz in the previous module, Learning in the Digital Era, to gain an insight into the learners understanding and prepare them for their assessment. The feedback received from the intervention had been very positive and therefore I knew that by making the quiz interactive and

asking learners to use a mobile device to access it, that this would motivate and enthuse learners to participate and really engage with their own learning.

Vlachopoulos and Makri (2017) support the idea of using games and digital platforms as an effective pedagogy in higher education as it can have a positive impact on engagement and outcomes being met.

Mind Map – I asked the learners to split into small groups and provided them with paper and coloured pens. I asked them to consider children's needs, and then work collaboratively to create a mind map that visually represented those needs. This mind map would form the basis for a wider group discussion.

Writing a vision statement - another activity I planned was to produce a vision statement for an early years setting, based on what had been covered in class, focusing on relationships, communication and inclusive practice. This was again, a group activity, I asked the learners to focus on aspects of an early years setting that they deemed important, this would rely on discussions where ideas, thoughts and ideas would be shared.

Games - finally, because of the demographic of this group, I planned to play some games that linked to the theory that had been discussed in class. Games included; a 'Pictionary™' style game, whereby, in pairs one learner was given the name of an object on a card and they had to describe features of the object in order to get their partner to draw the item. The describer is not allowed to say what the object is and the drawer has to guess based on what they have drawn. This demonstrates the importance of good communication. I also planned to play the 'Celebrations game', whereby all learners have an objective on a piece of paper and a paper plate with a variety of Celebration sweets on it, they have to move around the room trying to achieve their objective without speaking a word. The purpose of this is that it is very difficult to achieve goals without effective communication.

Throughout the module and as a result of some of these activities, discussions would also play a role in active and participatory learning.

I felt that my approaches would support and encourage students to engage in and take responsibility for their own learning. Mendes and Hammett (2023) highlight how student participation can be used effectively as a quality control tool, allowing

teaching staff to use their findings to adapt methods and ultimately raise standards (A1, A2, A4, K6)

Improving researching techniques

In an effort to improve research approaches and techniques and learner confidence I identified that the flipped learning approach maybe beneficial and decided to adopt this method. The Flipped learning approach is characterised by upending the traditional method of introducing learners to content and material during lectures and subsequently asking them to further explore the learning by undertaking post lecture independent study. When this approach is 'flipped' content and material is introduced to students prior to classroom time (Advance HE, 2020) and support 'in class builds on the foundations laid by the learners. Nouri (2016) states that flipped learning can assist students during a period of transition as it is a gentler introduction to material and content. The approach can assist students in developing a better understanding of the subject matter, as highlighted by Brewer and Movahedazarhouli (2018). It was my intention that by employing this method, it would also impact the students confidence and reduce anxiety of answering questions and contributing to discussions in class because they would have had the opportunity to gain prior knowledge and understanding around the topic.

As part of developing the first prong of my approach, flipped learning was utilised each time I would teach the group; an independent research task would direct the learners to course material in the form of journal articles for them to read, analyse and evaluate independently outside the classroom. This assisted with the second prong of the approach adopted it supported learners to acclimatise themselves to the types of academic sources that are appropriate. I would sometimes ask the group to make notes on the materials studied in preparation for their contribution to class upcoming discussions. On other occasions, I would ask them to read the article or material and consider a specific viewpoint or concept. This would benefit students by allowing them to develop their research skills, access appropriately sourced academic pieces and extract relevant information; most importantly it allowed my to build learner confidence by making their contributions the focus of the learning event. This significantly scaffolded prongs one and two of my approach.

An additional benefit of the approach was to provide opportunities for students to use the library in person; independently and with my supervisory support. During the first class of the module I planned to take the group to the library, show them where the child development and theory resources were, how to loan a book and some of the facilities offered. My hope with this was students would feel more at ease with the process and more likely to engage with library services. Many students during lockdown had only been directed to online resources and expressed a fear of using library services. This is an illustration of the lack of academic confidence I highlighted as part of the design of this teaching intervention cycle. To illustrate, I planned a research task whereby I asked the students, in small groups, to choose a topic of their choice within the field of early years, go to the library and use a range of sources to create a brief group presentation. Students were given ample time to do their research, compile an appropriate list of references and present their work in an appropriate manner. I was then able to provide feedback to students, providing them with specific targets and support and providing them with skills to support future learning (A2, A3, A4, A5, K1, K2, K4, K5, V2, V3).

Assessment support

Providing students with ample opportunities to revisit the assessment, whilst encouraging them to take responsibility and autonomy for their own planning and design will allow them to develop confidence in their abilities. This is supported by Willis (2011) who believes including and maintaining engagement with learners during the assessment process will guide them to become more confident and competent learners.

I planned to revisit the assessment at the beginning of each lecture, this would give learners opportunities to raise concerns and questions as a group. I also planned to draw attention during lectures to certain pertinent parts and sign post the learners to further reading which would support their assessment. In addition, I would offer one to one tutorials to discuss individual queries and concerns, giving learners the opportunity to share in a private and confidential environment.

All of the activities aimed at developing the students participation and improving their research skills also contributed to supporting the assessment process, although the

students did not realise it until they came to work independently and were surprised by the knowledge and understanding they had already gained through independent learning and actively participating in their prior to class and classroom activities.

The hope was that these approaches would not only impact the assessment process and outcome for learners but also bridge the gap between the instructed and didactic approach that learners experienced throughout the covid lockdown and the more autonomous and independent approach required to succeed at degree level. This would also support the transition process.

The principle here was to reinforce that learning for its own sake was valuable but the activity and effort contributed significantly to summative assessment (A2).

Evaluation

As Biggs (2003) stated, effective and appropriate teaching is not simply the result of applying a set of general principles, rather, it is about adapting approaches and styles and then collecting learner views in order to reflect on how effective and appropriate approaches were.

All of the approaches used allowed learners to gain autonomy and take control and responsibility for their own learning, consequently improving their confidence and independent learning skills (Gilboy, Heinerichs and Pazzaglia, 2015; Betihavas *et al.*, 2015).

Importantly, the mixed approaches that were used to meet the needs of the learners took into consideration students' predispositions to learn differently. Fleming (2001) identified the VARK model of learning which distinguishes individual's predisposition to learn in different ways. The method's used in my approach correspond to all of the learner types identified in Flemings (2001) VARK model; Visual, Aural, Read/Write and Kinaesthetic learners. The mind maps and posters would have suited the visual learners, the discussions and one to one meetings would have suited the aural learners, the read/write learners would have benefited from engaging in research and flipped learning, and the kinaesthetic learners would have benefitted from the games and practical exercises (Moayyeri, 2015).

Tran (2015) discuss the 3 P model; Presage, Process and Product. Tang (2015) explains that this model was conceptualised by Dunkin and Biddle (1974) and then developed further by Biggs (1993) and again by Prosser and Trigwell (1999). Biggs (1999) discusses the 3 P's and how these factors align in order to ensure teaching and learning is effective. Presage can be divided into two subcategories; student factors and the teaching context (Kolmos, 2009). Student factors includes considerations such as the student groups prior knowledge, the range of ability and the motivation for learning. The teaching context includes learning objectives, methods of assessment, teaching methods, learning environment and atmosphere and procedural processes (Kolmos, 2009). I had to consider both aspects of the Presage stage of the model for this group before starting the Human development module. It was fortunate that I was familiar with the group and as such was able to consider the important factors of prior knowledge, level of ability and motivation for learning. As stated, I identified that there was a deficit in these areas, therefore I would need to carefully consider the teaching context. How was I going to ensure learning outcomes were met through a range of effective teaching methods? How was I going to ensure that the assessment process, which was pre-determined, was delivered and supported in an appropriate and effective way, increasing confidence and autonomy. Perhaps, more importantly for this group, how was I going to ensure that the environment and the atmosphere within the teaching environment was conducive to learning and meeting learner needs. I feel I successfully managed to meet all of these factors with careful and considered approaches as outlined in this teaching intervention, using a mixture of approaches and creating a non-judgemental, open and respectful environment where learners felt able to contribute as much or as little as they felt able.

The Process element of Bigg's model relates to the focused learning activities which support learner understanding and acquisition of knowledge and skills. This teaching intervention cycle allowed me to consider what methods and approaches would be most beneficial and effective for all learners. By using a range of methods outlined in this teaching intervention I felt that I gave learners the best opportunity and variety to suit a range of learning styles and bridge the gap between their prior and subsequent knowledge and understanding.

The final aspect of Bigg's model is the 'Product' which relates directly to learning outcomes. The only way I would be able to assess this and be certain that students had not only achieved the learning objectives but also made progress towards the 3 points highlighted at the beginning of this teaching intervention; for learners to become more active participants in their own learning, developing a more constructive and effective approach to research and learner autonomy and independence in terms of assessment. I was able to ascertain and monitor these factors as the module progressed. The poster, the mind map, the quiz, the games and the vision statement were not simply attempts to get students to be more, interactive and lead their own learning, it was also a way for me to assess the students understanding of the subject matter. Gaining insightful feedback which would allow me to plan or adjust further sessions. Al-Bashir, Kabir and Rahman (2016) identify the importance of using student feedback to improve the learning process for learners. I also used informal feedback which I gleaned through group discussions and also one to one tutorials. Finally, once the module was complete and marking of assessments had been undertaken, I could then assess success in meeting learning objectives, levels of understanding and progress towards the targets highlighted by myself in in terms of the development of skills. As the assessment was marked across the module team, I spent time analysing marks and feedback to gain a better insight into the points previously mentioned. I also used the formal feedback in the form of module evaluations questionnaires that students are required to complete after marks and feedback have released (A1, A2, A3, A4, A5, K1, K2, K3, K4, K5, K6, V1, V2, V3, V4).

Conclusion

According to both the informal and formal feedback, learners not only felt supported and respected during the module but also felt the methods adopted and utilised during the module had been 'useful', 'worthwhile ' and 'improved understanding. In particular, the hands on, practical and hands on activities and the flipped learning whereby learners could prepare for classes and not feel anxious about taking part in discussions were highlighted as beneficial. Analysis of module data also

demonstrated that learning objectives had been met successfully, with the vast majority of students passing the module and passing with good standing .

Using the flipped learning approach, course material, in particular, learners were directed to journal articles to read independently and make notes for class discussion. This benefitted students, by developing their research skills and accessing appropriately sourced academic pieces they developed an improved understanding and willingness to contribute in class.

A range of Interactive and constructive approaches were offered to learners through several means, including paired, small and whole group discussions, activities such as producing posters and mind maps and playing games to promote understanding and consolidate learning.

Visits to the library both with myself and independently gave the learners comfort in the knowledge that they knew where to go and how and where to access and loan material and resources for their studies. It also afforded time for learners to utilise the library and encouraged them to engage with a variety of sources which will aid in their confidence with independent research.

Numerous opportunities were provided in class discussions on the assessment as well as one to one tutorials to reassure and encourage rather than direct and influence.

Creating an environment and atmosphere where there is no fear of judgement, opportunities to share and develop and one of mutual respect would support learner engagement and success.

The full impact of the intervention will not be fully realise until the learner's progress and the impact of approach will be influenced by colleagues who taking differing approach to module delivery.

A fuller review of the learning styles of the individuals who make up the learning group would offer pre scrutiny of the learners and a consideration of which approached to adapt.

One other facet to reflect upon is that, especially for this group of learners, a consideration should be made for adapting assessment at level 4 to suit their need.

Many university students during the pandemic lockdown benefitted from a reconsideration of extenuating circumstances and changes to progression and degree classification algorithms. As an academic, it is important to support those whose learning changed dramatically during the pandemic and we use the best tools available to maximise the strengths of those very capable group of learners.

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Teaching Intervention Cycle Poster – Using student feedback to meet learner needs

Need for Change

As a result of both formal and informal feedback across more than one group of students, a need to change the assessment for the safeguarding module was identified. Mandouit (2018) states the importance of using student feedback as an improvement and quality tool. Matthews *et al.* supports this, stating that a partnership approach between student and lecturers can improve the assessment process. The assessment comprised of a practical performance project in the form of an initial child protection conference, this was group work where students would take on the role of a professionals who may be present at an initial child protection meeting. Upon analysing the feedback, there was a range of comments that indicated that learners would benefit from an assessment that allowed them to demonstrate and develop a more practical and relatable knowledge to their roles in practice. According to Dearing (1997) the world of employment is ever evolving and as a result, learners will need to develop new and transferrable skills to meet demands of employment. Taras (2010) supports this further by stating that students should be at the centre of their learning allowing them to take responsibility for their learning.

Rationale for change

Many of the students on the early years education and care degree are practitioners working in practice and working towards the practitioner status. Some of the feedback highlighted that the existing assessment was not substantial or specific enough to demonstrate their knowledge and understanding. Comments were also made, that whilst interesting, many practitioners never go on to take part in a child protection conference and would value the opportunity to research more relevant and practical aspects of safeguarding in more depth. It was clear that the students had difficulty in relating to the assessment and making links to their own practice. Assessment for Learning (AfL) is an international educational concept that looks at shifting the purpose of assessment from measuring ability to more focused learning (Willis, 2011). Cambridge Assessment International Education (no date) discuss how the AfL uses student feedback, to involve students in the learning process and bridge the gap between a learners current knowledge and their desired outcomes.



(Source: Cambridge Assessment International Education, no date).

Plan of action

I set about trying to think about how I could change the assessment to incorporate the views of the students. I looked at the National Occupational Standards and the learning outcomes for the module. I then spoke with my programme director and together we looked at the assessment equivalency policy (PV4), we noted from that document that we could add a written element to the assessment, whilst keeping the original practical performance project, which met the learning outcomes. I would have to fill out university paperwork in the form of a pv9 and send to the academic office for approval and quality assurance. I considered the content of the module, the learning outcomes and my own safeguarding experiences in practice. I decided to add in a written 2000 word portfolio focusing on recording, reporting and referring safeguarding concerns; issues that learners are likely to encounter in their roles. It would also allow them to further read and research these topics adding to what was covered in lectures. By doing this it will allow learners to conceptualise the learning. This is supported by Entwistle and Entwistle (1997) who outlined that students, by reading, researching and reflecting will be able to develop conceptualisation of a given topic. By making these changes it will undoubtedly make for a more holistic assessment process, better suited to the needs of the students (Biggs and Tang, 2012).

Evaluation

As the module has not yet run again with the changes in place, it is difficult to assess the degree of success. I plan to use both informal and formal methods of feedback once again to assess students perception of the assessment for the module. I also plan to discuss with staff who will be teaching the module to gain an insight into their perception as well. I am aware of the importance of assessment to support learners to progress, develop and gain skills. This is supported by Rolle and Lent (2022), who state that assessment is key to ensuring learners progress, develop and gain knowledge and understanding that enhances their chosen subject. Therefore, evaluating the changes will be vital in determining the success.

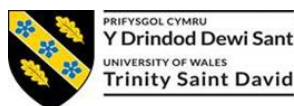
Conclusion and alignment to UKPSF

The strategies and methods used to meet the needs of the learners will hopefully result in them feeling that as a result of the modules and assessment they have progressed towards improving skills, knowledge and understanding that will improve their practice and confidence. On reflection of this process I have been able to; design and plan activities that directly benefit learners needs (A1) teach and support learning which is tailored to learner needs (A2), assess feedback provided by learners as a tool for improvement (A3) and engage with subjects that will develop professional practices (A5), consider appropriate ways to assess the subject area (K2), develop my own understanding of the importance of quality assurance and quality enhancements for professional practice, respect individual learners and their thoughts, opinions and diversity (V1), use evidence informed approaches to professional development (V3) and acknowledge the wider context in which higher education operates and recognise the implications for professional practice (UK Professional Standards Framework, 2011).

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Teaching Observation 4 (by me)



PGCert tHE Lesson Observation Form

Teacher	Glenda Tinney			
Date	21/06/2022	Duration	1 hour	
Group	6TH formers		No. in Group	18
Level		Location	Carmarthen TL08	
Topic/Context	Session for 6th formers considering Higher Education and Early Years			

Teaching Characteristics: Preparation, selection and organisation of content; Choice of teaching/learning methods.

Glenda had prepared a well-defined and informative presentation for the session with relevant and engaging contents for the group. The session planned consisted of the PowerPoint presentation but also a practical session using story sacks to engage the group in discussion.

Story sack activity was carefully planned to instigate discussion.

PowerPoint used clear and bilingual information appropriate for the learner group and effective in outlining the aims of the session.

Story sacks were engaging and good to encourage discussions.

(UKPSF – A1, A2, A5, A4, K1, K2, K3, K4, V1, V2,)

Presentation: Beginning class, introduction, continuity with other sessions, students' prior knowledge; Clarity of presentation; Pace; Attitude to subject matter; Use of appropriate reinforcement; Ending the session – summary, future work, etc.

Glenda was enthusiastic in welcoming the group, which consisted of a 2 young boys (the group was intended to be bigger but there were absences due to Covid.

It was difficult to engage with them to begin with as they were nervous, but Glenda used a sensitive approach and humour to put them at their ease.

Glenda used the first part of the session to establish what they already new about studying at Higher education level and in particular, the early years program and then, based the presentation on that knowledge.

After the PowerPoint, Glenda used the story sack activity to encourage the participant to actively engage with and make connections between what Glenda had told them about children needing active hands on opportunities to learn and how this could be applied to learning in higher education.

This session allowed the participants to get a better understanding of higher education. This was a really useful session for the participants as they had little experience of learning approaches and pedagogies used in higher education and as well as little experience of approaches used in the early years sector. Glenda was attuned to the students understanding throughout the lecture, and was able to identify that one was very shy and one was much more confident, she effectively used her skills to engage with both and ensure that they both had a positive experience.

(UKPSF A1, A2, A4, K1, K2, K3, V1)

As always, Glenda's wealth of experience and knowledge came across as well as her ability to put others at ease. She was able to tell anecdotal stories about past students that the participants could relate to. Glenda then provided an opportunity throughout to ask questions.

Technique and Aids: General apparatus – board, data projector, use if handouts, technology enhanced learning; Question and answer technique; Other evaluation procedures, class management, instructions to students

Glenda made excellent use of the PowerPoint presentation as well as the story sack resources to enhance the session. Discussions, although limited due to number of participants were recorded on the white board with coloured pens.

(UKPSF K4, V2)

Student Responses: General class atmosphere, level of participation, attention and interest; Student attitude and ability to carry out classwork; Were learning problems identified and overcome? Awareness of individual needs; Attitudes to students.

Glenda's ability to engage with the group, and put them at ease was impressive, she was able to build a relationship with them despite only meeting them for the first time today. Glenda identified that one was more reserved than the other and was able to establish an environment where both felt able to contribute in whichever way they felt able. The participants were treated with respect and encouraged to participate.

(UKPSF V1, V2)

General: Was effective communication achieved? Was there good student – teacher rapport? Were the aims / outcomes achieved? Appropriateness of teaching / learning methods.

Glenda and the participants were relaxed and comfortable. Glenda successfully managed to achieve her aim of outlining what higher education learning was like with particular reference to early years. Glenda was able to assess participants understanding using the effective and open communication she had developed. (A3, K5)

Examples of good practice:

- Using PowerPoint and practical activity to engage the participants.
- Effectively put participants at ease
- Glenda's knowledge and compassion came through

Action Points:

Nothing of note

Lecturer: _____ **Glenda Tinney**

Date: _____ **21/06/2022**

Observer: _____ **N Young**

Date: _____ **21/06/2022**

Teaching Observation 5 (of me)



Ysgol Plentynod Cynnar – School of Early Childhood

Arsylwi ar gymheiriaid

Peer appraisal

Rhannu arfer dda

Sharing Good Practice

Modiwl/Module: ECEY4003 Human Development

Dyddiad/Date: 21.11.22

Amser/Time: 10am – 1 hour

Y darlithydd/The lecturer:

Tash Young

Arsylwr/Appraiser:

Nat MacDonald

Cynnwys/Content:

Play – what is it and what does it look like

Strategaethau dysgu ac addysgu/ Teaching and Learning Strategies

PowerPoint

Group discussions

Task

Links to practice

Arfer Dda/ Good Practice

Tash was well prepared for the lecture to maximize with engagement and discussion. You have an excellent rapport with the students.

The section of lecture observed included a small group workshop where each group was given a large sheet of paper and a different question linked to the lecture topic. A great strategy used was to give the groups different questions and then swap them around so all groups could contribute and build on each other's responses.

You facilitated the group well and encouraged discussion despite having a reluctant group. Time was allowed for discussions, and you supported each small group well encouraging them to extend their thinking. You demonstrated real understanding of your students here by varying your level of support and prompts for each group.

Effective links to practice were made to support students' engagement with the topic and allowed some students to discuss their own experiences if they were confident to do so.

Sharing the points with the whole group at the end of the task worked well and allowed further opportunity to extend the discussion. You asked the group additional questions regarding barriers etc. To which they contributed their thoughts. This further demonstrates your understanding of the group dynamics and by working in smaller groups first, allowed them more confidence to join in larger group discussions. The larger group feedback also allowed you to make links to previous learning and link to the transition assignment were made here.

Awgrymiadau a materion i'w hystyried/ Suggestions and issues to consider

It was a pleasure to observe Tash lecturing, even with a quiet and reserved group you encouraged engagement and discussion with patience demonstrating your skills as a lecturer. You effectively make links between theory and practice supporting the development of student knowledge and understanding.

Pwyntiau gweithredu/ Action points

For the lecture portion observed – further discussion of how it links to the assignment could be included throughout – however – only a small portion of the lecture was observed.

Darlithydd/ lecturer:

Natasha Young

Arsylwr/ Observer:

N F MacDonald

Dyddiad:

21.11.22

Teaching Observation 6 (of me)



Canolfan Plentyndod, Ieuenctid ac Addysg – Centre of Childhood, Youth and Education

Arsylwi ar gymheiriaid

Peer appraisal

Rhannu arfer dda

Sharing Good Practice

Modiwl/Module: Level 4 Induction

Dyddiad/Date: 27.09.2022

Amser/Time: 11:00am-12:00pm

Y darlithydd/The lecturer:

Natasha Young

Arsylwr/Appraiser:

Alison Rees Edwards

Cynnwys/Content:

Student timetable

Visits

Placement

Student Services' bursaries

Personal tutor roles and responsibilities

Strategaethau dysgu ac addysgu/ Teaching and Learning Strategies:

11 students – Level 4 bilingual group

An information session with practical elements to help students understand essential information as they prepare to begin their studies at HE.

The students were very engaged and focused on the lecturer. They contributed when asked. Although some mobile phones were on the table, the students were not distracted by them and maintained focus. As some students were less reluctant than others to respond, the lecturer acknowledged their shyness, but did not insist that they respond. This shows exceptional understanding of students' individual needs.

Use of prompts encouraged students to respond and to expand on answers already given.

Use of terms in both English and Welsh to promote understanding.

The lecturer responded to each comment/response, demonstrating an interest in what they had to say. This encouraged students to respond again.

The students had opportunities to talk with each other. When it was observed that some were reluctant to do so, the lecturer managed this sensitively, offering suggestions as to how students could work up the courage to speak to students they were not familiar with.

The lecturer went through each element at an appropriate pace, gave consistent opportunities for students to ask questions and repeated content that was most important for students to remember.

At the end of the session, the lecturer thanked them all for attending and contributing, noting that she was looking forward to seeing them again the next day.

A very positive experience for all concerned.

Arfer Dda/ Good Practice:

Consistent change from English language to Welsh language to reinforce the message that Welsh speaking students can contribute in the language of their choice.

Naming individuals, making them feel as if they are known despite not being at the University for very long.

Appropriate use of humour to help students feel relaxed.

Use of practical activities, which meets the diverse needs of students, especially those with neurodiverse needs.

Awgrymiadau a materion i'w hystyried/ Suggestions and issues to consider:

Perhaps to incorporate a little more Welsh when talking with the group.

Pwyntiau gweithredu/ Action points

Apply these excellent skills to the lecture room.

Darlithydd/ Lecturer: N Young

Arsylwr/ Observer: A. Rees Edwards

Dyddiad/ Date: 3.10.2022

CPD Reflective Report 4

Details of activity

Train the Trainer – NSPCC

A session providing learners with the skills, knowledge and understanding needed to impart course content onto learners. (6 day course)

What was the learning need or objective that was addressed?

The training session aimed to provide the skills in order to be able to identify training needs, deliver, design and evaluate safeguarding and child protection training. This is a complex and sensitive subject.

What was the outcome of the activity?

With the benefit of hindsight, what are your feelings about it?

The session was both interesting and informative. This was a six day course and the sessions were long and demanding. I thought that the sessions would provide content on safeguarding and child protection principles, however this session was more focused on teaching skills. I actually found this more beneficial as I have a good knowledge base on the topic of safeguarding and child protection, however, being new to lecturing and teaching I found the session much more beneficial than I had anticipated.

How does this fit in with your current practice, understanding or attitudes?

The session was useful and I gained a greater understanding of adult learning theories including behaviourism, cognitive and social learning, these were explored in depth. The session also taught us about the learning cycle and the importance of following this to ensure approaches are effective. The course also highlighted the importance of considering diversity and ensuring this is integrated into any teaching approaches. Learning styles was another topic that was covered in depth and this, again, I found particularly useful for my own role as a lecturer.

UK Professional Standards Framework Criteria met-

A1, A2, A4 – through learning about learning theory and styles of learning, this gave me a deeper knowledge and understanding about how to plan, design and teach sessions in the future. Learning about the training cycle will aid me in identifying, designing, delivering and evaluating any future teaching. As part of the session, we were encouraged to do a SWOT analysis that allowed us to assess our own teaching ability. The session on learning contracts was useful in supporting my approaches to creating an effective learning environment for my learners.

K1, K2, K3, K5, K6 - The session allowed me to understand the importance of identifying learning needs which relates to what content and material to include and how best to deliver that for my own sessions. Learning the theory about learning styles will ensure that any teaching I undertake in future should be based on the learning styles and needs of the students in my groups. Knowing how students learn is key to unlocking their potential and supporting them to achieve their potential. Using evaluative methods to assess the effectiveness of my approaches will ensure that I can adapt and improve my

approaches. This course helped me to understand that evaluation is something that must be done pre session, during session and after the session to maximise the effectiveness of it. The session highlighted two models that can be beneficial in evaluation; Kirkpatrick's (1977) model and Friedman's (2005). The training session outlined the importance of quality. Quality is always a consideration of mine when planning and delivering sessions, however this session was a reminder that quality should play an important part of all aspects of teaching from design and planning to delivery to evaluation.

V1, V4 – this training has supported and strengthened the importance of valuing all members of our diverse learning groups, by paying particular attention to inclusive practice. The need to ensure that diversity is represented and fully integrated in any and all teaching was highlighted throughout this session, and that by doing this it would increase the success of learning.

By using all of the learning points from the session, this will allow me to use the skills to create learning environments and opportunities to develop and be successful in their journey in Higher Education. I am very mindful of the fact that quality learning experience will impact those individuals who will be taking on professional roles and responsibilities, supporting them to become excellent professional practitioners as a result of the teaching experiences.

How can you incorporate any new understanding or skill you have into your day-to-day practice?

With the skills, knowledge and understanding will allow me to support my students in developing their own skills knowledge and understanding, thus having a positive impact on professional standards of practitioners in the early years.

Further learning needs

Have you identified any new learning needs to feed forward into your PDP?

I have identified that going forward, although this session was particularly useful in supporting my own teaching practice, I would need to undertake further safeguarding and child protection training to become an accredited trainer.

How might you address these?

I will source more a more tailored training course that will meet my needs.

N M Young	Date reflective note completed Jul 2022
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CPD Reflective Report 5

Details of activity

Discipline session on Marking and Assessment

A session arranged by the disciplines Academic Director and delivered by the Universities academic office exploring marking and assessment processes including standardisation and moderation processes. (1day).

What was the learning need or objective that was addressed?

The training session addressed discipline's approaches to assessments and more importantly, feedback, marking, standardisation and moderation processes. The reason for the session was to ensure that there is consistency across our programmes and to ensure quality for all students.

What was the outcome of the activity?

With the benefit of hindsight, what are your feelings about it?

I found this session particularly useful as I am still new to the university, it's policies, procedures and processes and in fact to lecturing. This is something that I felt was missing from the induction process and so this was very beneficial.

Not only did it highlight and explore the universities policies and procedures, and the academic quality handbook. It was particularly useful as we were put into groups for activity work. This meant that I had the opportunity to work with peers from other programmes within the discipline to learn about how they approach marking, feedback, moderation and standardisation.

How does this fit in with your current practice, understanding or attitudes?

I gained a greater understanding of the importance of consistency in quality assurance and quality enhancement processes. It ensures that as a discipline we can learn from each other about best practice and how to ensure that approaches have the students at the heart of what we do. I think it was beneficial for all staff to understand current approaches and how best to apply the same attitudes to our marking processes.

UK Professional Standards Framework Criteria met-

A3,A4 and A5 – One of the areas this session focused on was feedback to learners, we discussed how much and/or how little, the type (on script comments or a narrative) and how to ensure that comments and feedback corresponds to the marking criteria. This ensure that all students gain the best insight into how best to improve and develop. This, without a doubt will result in the whole discipline having a much more student focused approach to feedback, the guidance provided being tailored, specific and constructive. This session allowed us as a group of peers to undertake our own continuing professional development which will result in the improvement and quality of our own professional practice as academics.

K2, K5, K6 – We as a group were able to ensure we are using the most appropriate and effective methods of assessment as a result of academic office exploring and explaining requirements to suit students. The session also highlighted the need to evaluate effectiveness of teaching through students own feedback, using this feedback to improve. All of the points discussed within the session contribute to our professional responsibility to uphold and continually strive to achieve the highest quality provision for our students.

V3 and V4 – this training has supported and strengthened the importance of using evidence informed approaches to make certain that any approaches to marking and assessment is student centred and ensures professional development within the team. The session will not only ensure those who to part to develop their own professional practice but also that of those students in our institution Our robust approaches, policies and procedures ensures quality.

How can you incorporate any new understanding or skill you have into your day-to-day practice?

The new understanding will allow me to confidently use my knowledge to teach the subject to my students. My better understanding will enable my students to have a better understanding of the subject.

Further learning needs

Have you identified any new learning needs to feed forward into your PDP?

As I found this session particularly useful, I provided feedback to our academic director that I would value opportunities to share and work closer with peers on other subjects such as research or project opportunities.

How might you address these?

Discuss with my academic director and attend any future sessions like these.

N M Young	Date reflective note completed Sep 2022
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CPD Reflective Report 6

Details of activity

Student well being

A session examining how, as academic staff we can support our students well-being (1hr)

What was the learning need or objective that was addressed?

The training session addressed many issues with regards to how academic staff can best support the students we teach. Prior to this session I thought I was well-equipped to support our students, but as a result of this session I realised that this session is one that all staff should attend because it was so informative.

What was the outcome of the activity?

With the benefit of hindsight, what are your feelings about it?

The objective of this session was to be able to define student mental health, look at signs and symptoms that a students well-being is suffering, how to manage a disclosure, what support is available at UWTSD, understanding your own roles and limitations, confidentiality and boundaries and how to look after and protect yourself.

How does this fit in with your current practice, understanding or attitudes?

The session was probably the most useful staff training session I had attended since starting in my post. I gained a greater understanding of how to support our students, what support is in place for them and how to access it. There were two pieces of information that I found most useful; firstly, the fact that student discloser has risen significantly over the last 5-10 years, therefore highlighting the need for university staff to be more aware of issues affecting students well-being, and secondly, the face that most university approaches to supporting student well-being is aimed at students aged 19-24, however the average age of UWTSD's student demographic is 25, therefore we need a more targeted and specific approach.

UK Professional Standards Framework Criteria met-

A1, A2, and A4 – after learning about student well-being, factors that can affect and how best to support students, I felt would really benefit me in the way that I plan and design my sessions, providing sessions for two way discussions and opportunities for breaks and activities to get to know peers. I understood that by supporting students with their well being this would have a positive effect on their learning. By developing a learning environment where students feel safe, listened to, not judged they are more likely to feel supported and their well-being improved.

K1, K2, K3, K6 – I have an improved understanding of the well-being needs of our students as a direct result of this session. By having this deeper understanding I can ensure that my approaches to teaching and learning are more considered and tailored towards our students needs. In reference to

Maslow, it is well noted that individuals learn better when they have physiological and safety needs met. Therefore, to really benefit our students and optimise their potential, seeing that their well-being needs are met should be a priority for all.

V1 and V2– Understanding the diverse needs of the groups that we teach is key to being able to support them, fully inclusive practice ensures individuals feel supported. If students feel that individual support it will likely result in better engagement and participation, motivation and outcomes.

How can you incorporate any new understanding or skill you have into your day-to-day practice?

My improved understanding of well-being needs and processes will ensure that my approaches to teaching and learning are as considerate as they can be towards student's needs.

Further learning needs

Have you identified any new learning needs to feed forward into your PDP?

As a result of this session, further opportunities for me to develop in this area were highlighted. There is a series of 3 other training opportunities that will support me further in developing my own professional practice in this area. Also, this topic links closely to my own role as safeguarding lead for the discipline so this has allowed me to develop close relationships which will help me develop that role.

How might you address these?

Ensuring that I attend those training opportunities identified and also to feedback to my team, this will benefit all of our students.

N M Young	Date reflective note completed January 2023
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General Reflective Statement

As a result of undertaking the Postgraduate Certificate in Teaching in Higher Education, I have developed significantly as a lecturer who is able to reflect on experiences. As an early years practitioner I have always been a reflective practitioner, however, it is only as a direct result of the reading and research for this module that I have truly began to understand how reflection has the power to make a difference to the learning outcomes of the students in my care. Through the reflective process I have developed I am confident that I will be able to better plan, design, teach and support learners (A1, A2). I have also understood the role of effective student assessment and feedback has to play on supporting their learning, knowledge, understanding and progression (A3). By providing students with effective, appropriate, engaging and inclusive learning environment with a variety of approaches, not only am I support their development but also, inspiring them to develop a desire to continue to engage in professional development. This can only be done through effective and continuous reflective practice (A4, A5).

Having an in depth knowledge and understanding of your topic, content and material will provide me with the opportunity to reflect on how best to teach it. By adopting and embracing new, exciting and innovative teaching methods that suit all learner styles within the group, and incorporate different technological approaches, I can be certain that I am contributing towards student success (K1, K2, K3, K4). By using a range of evaluative methods to assess how effective my teaching has been I can be certain that my approaches comply with the universities quality assurance and quality enhancement procedures. I will continue to use continuous formal and informal methods of student feedback to improve my own practice as a lecturer (K5, K6).

As I have accrued my teaching hours, and carried out observations I have come to appreciate not only the diversity of the groups we teach but also the need to ensure that inclusivity and equality is integrated into my teaching practice. Having students who can see themselves in our content, feel respected and able to freely contribute will result in happier, more engaged and motivated students (V1, V2). I will continue to use evidence based approaches to ensure that I develop further as a professional

and acknowledge the wider context of higher education on professional practice, not just my own, but that of my students(V3, V4).

Record of Teaching Hours

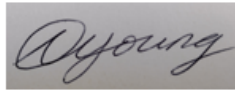
Date	Module	Hours	Total Hours
1/11/2021	ECEY4001	9.30am-1pm (3.5)	3.5
4/11/2021	ECEY4001	9.30am-3.00pm (5.5)	9
8/11/2021	ECEY4001	9.30am-1pm (3.5)	12.5
11/11/2021	ECEY4001	9.30am-3.00pm (5.5)	18
15/11/2021	ECEY4001	9.30am-1pm (3.5)	21.5
18/11/2021	ECEY4001	9.30am-3.00pm (5.5)	27
30/11/2021	ECEY5008/C	9.30am-3.00pm (5.5)	32.5
03/12/2021	ECEY5008/C	9.30am- 1.00pm (3.5)	36
07/12/2021	ECEY5008/C	9.30am-3.00pm (5.5)	41.5
10/12/2021	ECEY5008/C	9.30am- 1.00pm (3.5)	45
04/01/2022	ECEY5008/C	9.30am-3.00pm (5.5)	50.5
07/01/2022	ECEY5008/C	9.30am- 1.00pm (3.5)	54
24/01/2022	ECEY4003	5.00pm-8.00pm (3.0)	57
25/01/2022	ECEY6008	9.30am- 1.00pm (3.5)	60.5
28/01/2022	ECEY6008	9.30am-3.00pm (5.5)	66
31/01/2022	ECEY4003	5.00pm- 8.00pm (3.0)	69
01/02/2022	ECEY6008	9.30am- 1.00pm (3.5)	72.5
04/02/2022	ECEY6008	9.30am-3.00pm (5.5)	78
07/02/2022	ECEY4003	5.00pm- 8.00pm (3.0)	81
08/02/2022	ECEY6008	9.30am- 1.00pm (3.5)	84.5
11/02/2022	ECEY6008	9.30am-3.00pm (5.5)	90
14/02/2022	ECEY4003	5.00pm- 8.00pm (3.0)	93
28/02/2022	ECEY4004	5.00pm- 8.00pm (3.0)	96
04/03/2022	ECEY5005	9.30am- 1.00pm (3.5)	99.5
07/03/2022	ECEY4004	5.00pm- 8.00pm (3.0)	102.5
08/03/2022	ECEY5005	9.30am-3.00pm (5.5)	108
11/03/2022	ECEY5005	9.30am- 1.00pm (3.5)	111.5
14/03/2022	ECEY4004	5.00pm- 8.00pm (3.0)	114.5
15/03/2022	ECEY5005	9.30am-3.00pm (5.5)	120
18/03/2022	ECEY5005	9.30am- 1.00pm (3.5)	123.5
21/03/2022	ECEY4004	5.00pm- 8.00pm (3.0)	126.5
28/03/2022	ECEY5006	9.30am- 1.00pm (3.5)	130
29/03/2022	ECEY5006	9.30am-3.00pm (5.5)	135.5
31/03/2022	ECEY5006	9.30am-3.00pm (5.5)	141
01/04/2022	ECEY5006	9.30am- 1.00pm (3.5)	144.5
25/04/2022	ECEY5006	9.30am- 1.00pm (3.5)	148
26/04/2022	ECEY5006	9.30am-3.00pm (5.5)	153.5
28/04/2022	ECEY5006	9.30am-3.00pm (5.5)	159
29/04/2022	ECEY5006	9.30am- 1.00pm (3.5)	162.5
02/05/2022	ECEY5006	9.30am- 1.00pm (3.5)	166
03/05/2022	ECEY5006	9.30am-3.00pm (5.5)	171.5
05/05/2022	ECEY5006	9.30am-3.00pm (5.5)	177
06/05/2022	ECEY5006	9.30am- 1.00pm (3.5)	200.5
16/05/2022	ECEY5003	5.00pm- 8.00pm (3.0)	203.5
23/05/2022	ECEY5003	5.00pm- 8.00pm (3.0)	206.5
30/05/2022	ECEY5003	5.00pm- 8.00pm (3.0)	209.5
06/06/2022	ECEY5003	5.00pm- 8.00pm (3.0)	212.5

UNHE7007
UNHE7008

Student no.
1804341

13/06/2022	ECEY5008	5.00pm- 8.00pm (3.0)	215.5
20/06/2022	ECEY5008	5.00pm- 8.00pm (3.0)	218.5
27/06/2022	ECEY5008	5.00pm- 8.00pm (3.0)	221.5
04/07/2022	ECEY5008	5.00pm- 8.00pm (3.0)	224.5
TOTAL			224.5 HOURS

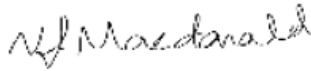
Signed by:



Natasha Young

22/07/2022

Confirmed by:



Natalie Macdonald

22/07/2022