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Assignment Title: Critically reflect on your pedagogical progress demonstrated through required elements of the Professional Learning Passport, identifying a specific area for professional development, and justifying next steps for improvement

	Target	What I have done in this assignment...
Target 1	Try to summarise other people's words in order to reduce your similarity score.	I have tried to use less quotes and precis more.
Target 2	Proofread your work to avoid small errors.	I have proofread and had others proofread to minimise errors.

Part 1: Professional Learning Passport

Bridging 2 Reflection - Meet

Tystiolaeth / Evidence	Adfyfrio / Reflect
Bridging 2 activity online with Network Lead Tutor and Personal Tutor. During the Meet day we developed an understanding of the four broad dimensions of 'Great Teaching'. - Understanding the content you are teaching and how it is learnt. - specific ways to teach topics vs multiple methods - great subject knowledge - keeping up to date with curriculum and pedagogy changes - not being afraid to ask for help - WAGOLLS - Creating a supportive environment for learning - teacher creates the climate - positivity, enthusiasm, high expectations (consistency, limitless chances to meet expectations and get things right, rewards) - knowing names, having a seating plan - praising behaviour you want to see instead of pointing out negative - positive reinforcement - Managing the classroom to maximise the opportunity to learn - planning - engaging starter, time of day (i.e., no quiz after lunch), seating plan, routines (little - handing out books, big - structure of lesson) - Praise - firm but fun, consistency - Presenting content, activities, and interactions that activate their students thinking. - Thinking time - wait (no hands up) - WAGOLL/WABOLL - just a minute - time limits for children to condense and focus - comparing and contrasting - i.e., Venn diagrams - cold calling	The Meet day enabled us to identify and critically reflect on specific Assessment for Learning strategies. Sharing criteria with others - tick boxes (for KS2 and above) Quality of questioning/Quality of talk - differentiated to check for depth of understanding and progress - engage students and include them in the learning i.e., closed questions into open or break into building blocks - serve and return - avoid standalone questions - ask to follow up questions to probe understanding - not necessarily with same student - if a student does not know the answer - ask a friend, give the answer, or ask for the method, multiple choice, restructure the question - mini whiteboard quizzes Quality and use of feedback - symbols and tick boxes for showing feedback and understanding - Ron Berger - Butterfly Model - WWW - EBI (be helpful)- EBI (be specific) Peer and self-assessment - find fault - fix it, redraft/improve - reflection on mistakes - highlight marking - different colours for good/bad

Test

Tystiolaeth / Evidence	Adfyfyrio / Reflect
I chose to trial success criteria and questioning during my week of testing. The school I was working with follows a scheme called Teach Like a Champion that has techniques that give set instructions for things like behaviour management and questioning. It is a school wide initiative which means that the same strategies are used in every class and the children know what is expected of them and the structure of those expectations throughout their time at school. The technique I trialled this week was 'Turn and Talk.' The children have pre-set pairs that they know to turn to on the mat and are given a set question to discuss in a time frame before turning back to the teacher. I started the week showing the success criteria in a standard way as bullet points. However, as the week progressed, I realised that the children were struggling to assess whether they had met the criteria as, although I read through the criteria with them, they could not reference back to the criteria themselves because most of them struggle to read. This led me to change the way I displayed the success criteria. Instead of a sentence I gave them three key words per lesson which I put in coloured boxes, underneath these I gave a couple of words to expand the key words. This seemed to work better with the children, but it is still a concept that is difficult to use effectively over the course of a week when it was a brand-new concept.	The technique of turn and talk is quite new to my Year 2's. They would usually have learnt it in Year 1 but due to COVID it has only just started to be used in the classroom with them. They forgot quickly forgot who to turn to and what to talk about. I decided to build this up throughout the week and made sure they knew who they were partnering before the timer started. It is definitely a technique that enables children to learn from each other and formulate responses before answering a teacher's direct question. Success criteria is not something my class is used to seeing so although I showed the criteria throughout the week, it was still a new concept. The children also struggled to read in my class, so I ended up changing my display of the success criteria through the week which also meant that the new concept they were seeing was an evolving form.

Share

Tystiolaeth / Evidence	Adfyfyrio / Reflect
I worked in a group of three with the two other student teachers in my school. Together we worked out how we would present our findings and who would speak when. We created a PowerPoint which one of us shared over teams during the presentation. The process was a collaborative one, we spent time in school discussing our findings and planning our presentation.	Our presentation went well, however, as our school runs slightly differently to others, we had to do quite a lot of explaining afterwards as the cohort in general did not understand some of our terms, such as Teach Like a Champion or Singapore Maths. This is something we possibly should have anticipated and made time to explain more fully in our presentation.

DGB/SKD

Cymhwysedd Digidol / Digital competence

Evidenced by an asset? ■

Remote teaching

I was given training by the school technical person on using Loom to record my lessons. My class teacher gave me training and talked through the program SeeSaw, which the school is using to present lessons and provide work for students. I wrote notes during both training sessions and as soon as I had prepared my PowerPoints for my lessons, I started to record my lessons using loom. In Loom you are given the option to edit the video once it has uploaded to the data base, after trialling it with my first video I realised it would be quicker to download it to my desktop and edit it using iMovie. It also meant I could add extra videos to my lesson and glue them all together in iMovie.

Once I had edited my videos together, I uploaded them to seesaw and created my worksheets using the seesaw creating tools. I soon discovered the limitations of creating worksheets on seesaw. So, I became more creative in my developing of work instead. A worksheet is only the size of a screen and it is in landscape, so I created worksheets that fit into one landscape page instead of scrolling down a portrait page.

I used a variety of programs (PPT, iMovie, Loom, SeeSaw) to make my lessons. My class teacher commented saying my lessons were successful, engaging and that I picked up the skills of Loom and SeeSaw quickly. She also commented that my confidence had developed throughout my placement and that I had used lesson feedback to further improve her online lesson structure, presentation, and explanations.

Rhifedd / Numeracy

Evidenced by an asset? ■

Although I have 2A's at A level Maths, I have some found areas of teaching KS2 maths difficult. Especially using the scheme of Maths used by my school (Singapore Maths - Maths No Problem) - which teaches children 3 different methods of working things out and then gives them the option of which one they feel most confident with to complete their work. I have worked on improving my delivery of my Maths lessons. I have done this by having a target from my classroom teacher, which involved taking on her feedback to develop my skills. I have

also done some personal research and looked at BBC bitesize and taught myself how to do long division as an extra learning skill.

Datblygu'r Gymraeg / Welsh language development

Evidenced by an asset? ■

In my last week of the first part of my first placement my first weekly target was to increase my confidence in Welsh. I worked on that during my last week in foundation phase, however since my move to ks2 for the second part of my placement I have created 4 pre-recorded Welsh lessons.

Teaching these four lessons remotely has given me the change to be braver with the language and level of welsh language I use. For each lesson I told them the full date, which out of everything I taught them I found the most difficult. I have a habit of getting tongue tied with complicated long sentences and if I had been presenting my lessons in front of the children it may have taken me a lot longer to build up to being brave enough to say the date.

Sadly, not many of the children accessed my lessons. During COVID and remote learning maybe learning welsh in a structured way was just one too many things to try and achieve. However the children that did engage with the lessons sent me some lovely work and even recorded themselves saying some of the sentences that I had set them.

Safonau/ Standards

Professional Experience Template 1

Pedagogy Standard: Pedagogy - Advancing learning: Real life, authentic contexts

What did you do and why?

During week 2 of the second part of my placement the Head at my school decided to introduce a learning mat where the children could choose from a variety of subjects including expressive arts and PE. These were different to their core lessons because although the children could be asked to complete work, they did not have to engage and if they did, they did not have to send it in to be marked. I asked my teacher if I could provide a series of music lessons for the half term period. I have a strong background in music, and I wanted the opportunity for the children to have the chance to foster a love of classical music in an environment where they would not have to meet a target or hit a level.

What have you learned?

I feel I met this standard even though all four of my lessons were delivered remotely. Although I would have led these lessons differently had I been in the classroom, I still tried to give the children the authentic contexts they may not have previously experienced. I trawled the internet to find clips of people not just playing pieces of music but clips of brass players just playing their mouthpiece and the audible difference between an oboe and a clarinet. I wanted the children to have the experience of the whole orchestra individually as well as a complete sound.

What next?

If we had been in the classroom, I would have asked musician friends to come and play to the children and give the children the chance to touch and hear the different instruments live. However, sadly due to COVID my lessons were all remote, so I tried to give them a really wide listening experience instead. To introduce them to music they might not otherwise hear but also give them the chance to enjoy it, without having to do lots of work or thinking.

I have since gone on to record a further two lessons for my students where I have taught them a song from the chorister room at Llandaff Cathedral, in preparation for St Davids Day. This has given them a chance to be more active in their involvement with music and a chance to express themselves.

Professional Experience Template 2

Pedagogy Standard: Pedagogy - Refining teaching...towards sustained highly effective practice: Managing the learning environment

What did you do and why?

During this placement I have only been able to lead four live lessons so my teacher gave me the target of developing positive attitudes and behaviours during live sessions to actively engage learners. To achieve this, I not only focused on it during the lesson, but I undertook wider learning as the school I am on placement in use a specific method to manage behaviour.

Managing the learning environment in a remote lesson requires slightly more skills than in the classroom. However, the principle remains the same. I followed the school policy of using Teach Like a Champion in my lessons: asking for STAR sitting, cold calling and extending waiting time. However, whilst teaching remotely there is the added difficulties of not being able to see all the children at once and due to safeguarding, I was unable to see the chat. Therefore, I asked the teacher to monitor the chat for me. I reminded the children throughout the lesson to keep their microphones on mute unless they had been asked to answer a question.

I also promoted positive learning habits and praised the behaviour I saw that I wanted to encourage. In all my lessons the children have responded well and appropriately. In the first couple of live lessons my teacher taught, I observed. The teacher showed the children a list of expectations in live lessons and taught them the ways to use teams so they could meet those expectations. I have tried to verbally reiterate these expectations in each lesson.

What have you learned?

I have learnt how to apply my skills of managing the learning environment in the classroom to remote learning. In an attempt to dissolve the screen, my teacher and I have attempted to maintain several of the classroom routines. In the classroom at the beginning of the day the children would be given a holding activity that they could complete independently whilst the other children arrive. For remote learning we have still included this, and it is waiting on the screen when the children arrive. Another routine is saying morning prayer together once the children have arrived, so that they know that it is the beginning of the lesson and time to start working.

What next?

I will continue learning and developing this skill in my next placement when I aim to be in school in person COVID restrictions allowing. I have also done extensive reading on the subject and spoken to teachers about their different methods and techniques. Having the opportunity to study such a prescriptive method as Teach Like a Champion so early on in my

practice gave me a firm structure for classroom management. I am looking forward to adapting and playing with these techniques in a school that is unfamiliar with them.

Professional Experience Template 3

Pedagogy Standard: Influencing Learners: Listening to learners

What did you do and why?

It was suggested in my weekly meeting with my mentor that I trial an Assessment for Learning technique as one of my weekly targets. Week 4 was the first week I had been given a lesson a day teaching the same subject. I was given the /u/ sound to work on with the children throughout the week and I decided that this would be a suitable time to trial some self-assessment with the children.

I provided a page at the end of each student's worksheet for every English lesson this week except their live lesson on Thursday. Under the three smiley faces I put: 'not confident', 'confident' or 'I could explain this to someone else.'

Monday and Tuesday's lessons were built on each other in terms of the /u/ sound development, so I kept the lessons as planned and just collected the children's self-assessments. However, after two days of feedback I found that all children except one felt either confident or confident and able to explain to another. In an attempt to boost those children sitting in the middle group to the highest, I added some extra explanation and a recap on Wednesday's lesson to help increase the children's confidence.

What have you learned?

I have learnt that the children will engage with this kind of self-evaluation if given structure. I chose to be extremely specific with the children in their assessment of their learning as I thought it would be easier for them to categorise one part of their learning in a lesson.

One child, whose feedback I have included as evidence below circled the I am not confident every lesson. She is in the higher ability part of her class and as you can see from the evidence, I sent her a specific message to ask how she felt I could support her in feeling more confident. To date I am yet to hear from her.

What next?

I am currently writing an essay about lesson study to look at the research question 'How does sharing learning objectives and success criteria make self-assessment more accurate in foundation phase'. While writing this essay I am completing a literature review and looking at

research into self-assessment. Having conducted my own mini self-assessment experiment this week I feel I am able to write with more authority and look at the literature more critically.

Part 2: Critical Reflection 2000 words

During my time at college and my first placement a question has stuck with me: what is classroom management (CM)?

During the first part of my placement, I was in a challenging Year 2 class. The main teacher of the class only taught the class three days a week and was required elsewhere in school on other days. This meant that the class often had a substitute teacher as well as myself and the class teacher. Whether this, on top of the lasting effects of COVID-19, contributed to the behaviour of the class I do not know, but they were a difficult class. From my perspective this gave me an opportunity to trial different approaches as well as watching a variety of teachers' methods. In my first placement school the Teach Like a Champion (TLaC) techniques (Lemov, 2019) are taught as a standardised CM practice school wide. As well as researching these techniques and observing the class teachers using the methods, I was given training by the school lead on this method and sat in on a zoom conference given by Lemov on how to translate his techniques to remote learning.

The second part of my placement was entirely online delivering lessons to a Year 3 class I never met in person. I provided half their lessons and yet only 3 of these ended up being delivered synchronously. As I alluded previously, behaviour management online has its own challenges. Fortunately, my Year 3 class was engaged, well-behaved and the pupils were used to the TLaC techniques meaning they responded well to them in a digital setting.

As I started to formulate this reflection, I realised that the term CM was still an abstract concept for me. Canter's model states that it is the right of every child to learn within an effectively managed classroom (Malmgren, Trezek, and Paul 2005). There is no one definition of CM, Rabadi defines it as a teacher's judgement, timing, and structure (2017). Whereas Mulvahill elucidates that it is the variety of skills and techniques a teacher draws on to ensure the efficiency of the classroom and minimise disruptive behaviour from students (2018). From these ideas of CM, it can be inferred that behaviour management is intrinsically linked with CM and that a teacher's skills directly affect the running and teaching of their class. Though part of CM it is with caution that we place too much importance on it one critic, Ellis, says behaviour management strategies are often a set of techniques that are conventionalised to have two opposing outcomes simultaneously: maintain positive behaviour and address problematic behaviour (2015, p3)? However, as Cowley states, how is a teacher to teach unless you get the classroom behaviour under control (2010, p1). The Great Teaching Toolkit identifies CM as one of the four priorities teachers should invest their time in, saying that successful management maximises the opportunity to learn within the classroom (2020).

In their guide to CM the Welsh Government stated that 'understanding the root cause of the child's behaviour is essential, as without this it is unlikely that any behaviour strategy will be sustainable' (2012, p4). Below are four techniques: clarity, routines, consistency in expectation and consequences and positive reinforcement of behaviour. These are by no means the sum total of all teaching techniques but were identified in the Great Teaching Toolkit Evidence Review (2020) as elements within the CM priority although they themselves note that it is a controversial area due to the variety in methods.

1. Clarity

There is a theory of learning that states all behaviour is learned through a process called conditioning. Within this theory, behaviour is believed to be a learned activity that can be shaped by external influences. Slavin states that the 'most effective approach to CM is effective instruction' (2014, p67). Clarity of information controls the effectiveness of everything that happens in the classroom. In his theory of Congruent Communication, Ginott (1972) insists that the teacher's language and behaviour are at the centre of setting the tone for the classroom. One of Kounin's (1970) CM success factors was 'movement management' which says teachers need to keep the class moving and the children on task (as cited in Harlan and Rowland 2002). Therefore, it can be inferred that using the correct language is vital. Once ambiguity enters the room the children can interpret the rules or the classwork or the situation as they like, and the structure of the class starts to disintegrate. As a practical application, Cowley suggests drip feeding clear instructions from the very start in all aspects of the classroom (2012, p7). Wang et al., say that it is almost two decades since any data was collected on the effects of clear classroom instruction on cognitive learning (2015, 1788).

2. Routines

Wong and Wong target lack of procedures and routines as the single biggest problem in a classroom, and not discipline (2005, p167). The routines of daily life are as much a part of being an adult paying taxes. However, for some children, routines and boundaries may not be part of their life outside school. Giving consistent clarity and structure leads to children knowing what to expect during their time with their teacher, this then leads to increased trust as they view the teacher as a stable part of their lives. Patterns of good behaviour become habits because the children enjoy being in the class (Cowley, 2010). Once they have been established, not only do routines increase the well-being of the children, they increase time efficiency within the classroom and mean that the teacher is able to guide rather than control (Reese, 2007). A positive learning culture is cited as the root of better learning within the classroom because children know what is expected of them (Welsh Government, 2012, p9).

The Great Teaching Toolkit recommends routines as an element of great teaching, however they caution that to be effective they must be used regularly and explicitly (2020, p29).

3. Consistency in Expectations and Consequences

Piaget's theories of child development state that the ages a child are in primary school, 4 – 11, are when they go through their moral development. They internalise the rules and boundaries that exist within adult society and start, at higher ages, understand how to behave according to the social setting (Shelton, 2008, p38). The theory is that children build their own understanding from their experiences (Halpenny et al., 2013, p2). This shows us that children not only need boundaries and repercussions when they step beyond them, but rely on them throughout their development through primary school.

It is thought that rules and consequences are a powerful intervention technique that supposedly increases the teacher's authority and respect. The Welsh Government says rules create clear expectations for the children and are needed to define what is acceptable behaviour. However, Ahmed cautions teachers against punishing children too often as it leads to the four R's of punishment: resentment, revenge, rebellion, and retreat (Ahmed, 2020, p66).

With the setting of rules in a classroom there is an argument for involving the class in creating them. Giving the children ownership of the boundaries allows a responsibility for their actions and, in theory, increases their will to adhere to them. Cowley suggests this is achieved by offering the children a choice: the choice to accept their rules or to suffer the consequences (2010, p15). Metacognition and self-regulation are proven to show that activated pupil, as owners of their own learning, produce a huge increase in development (Flavell, 1976, p.232). Wiliam says unless the children in a class are given this opportunity often, they irregular attempts will be neither insightful nor useful (2017, p.152).

4. Reinforcing positive behaviour

Whitney and Ackerman promote the atmosphere of a positive and engaging learning environment as a stage for successful teaching and learning to occur. One tool for creating this environment is praise. Cited as an effective way to encourage the children to participate in a desired classroom behaviour, the Welsh Government gives it as a practical approach in their handbook (2012). They say that when praise is given genuinely it 'encourages continuous learning and decreases competition among children' (2012, p9). Indeed, Cowley expands this by saying positivity, not only in the praise of the children but in the whole outlook on teaching practice, increases the ability to manage behaviour (Cowley, 2010, p15). Dreikurs was against praise as he said it focuses levels of achievement and creates competition within the

classroom. Dreikurs believed instead in encouragement saying that a misbehaving child was a discouraged one (1968, p284).

Behaviourism theory states that either behaviour relates to a stimulus and is therefore associated to an activity or a behaviour is connected and repeated by rewarding the positive outcomes (Welsh Government, 2012, p4). Slavin says that it is not enough to have rules and expectations in a classroom and expect children to continue to follow them. He says teachers need to 'catch students being good' (2016, p77) and provide many ways of acknowledging positive behaviour. Cowley uses the adage of a carrot and a stick to illustrate her belief in a rewards system in the classroom. However, she preaches caution on making sure they are proportional and emphasises the need to capitalise on the effect of a reward.

Teach Like a Champion

My placement school used Lemov's book *Teach Like a Champion* and it has become the basis for much of my practical application so far in teaching. Lemov details 62 techniques on how to manage a classroom and teaching in general. For example, ways of asking questions (Cold Calling or Turn and Talk), specific phrases that children know means a particular way to sit (STAR and Track) and ways of assessing so the data can be easily gathered and compared.

There are advocates and critics of TLaC not only in the literary world but among the teachers using the methods. In my first placement school and the phrase 'teach like a robot' was commonly heard in the staff room. The teachers' worries for their children moving to a school without the structure and language of TLaC were legitimate. In her article Strasser criticises Lemov for stressing throughout his book that he follows no philosophy and implying his techniques are beyond theory. Once one reads the techniques however, it is plain to see that they do follow standard philosophies such as 'speed in all things, constant monitoring, absolute compliance, college as the pinnacle of education, and teacher as ultimate authority' (Strasser, 2010, p1). Indeed, Hollabaugh indicates that Lemov's techniques rely heavily on behaviourism models (2011, p124). Strasser's most scathing criticism is that of the data from which he builds and tests his techniques. Instead of looking at successful individual teachers across diverse schooling situations, he first looks at successful schools by viewing their attainment in test scores. He chooses to not to look at the social, cultural, or political bias of the data and schools he uses, then states his techniques in a vacuum expecting them to work universally. It is easy to worry, therefore, about the objectional repeatability of these techniques without considering the context from which they were born (Strasser, 2010).

There is much praise for TLaC and the sales – over 800,000 - speak for themselves. Hollabaugh concedes 'Lemov has contributed to a better understanding of the field by offering clear, replicable, and research-based information on how great teachers manage and instruct

their students.’ (2011, p124). Jay in his review of the TLaC book hails Lemov as ‘the best writer on teaching techniques I have encountered’ (2015). Pondiscio has similar praise in his review as he highlights Lemov’s techniques as being achievable and sensible improvements for teachers (2011, p82).

‘Where teachers have good preventative and responsive skills the likelihood of difficulties emerging or developing into incidents will be markedly reduced’ (Welsh Government, 2012, p5). It is the role of teachers not only to build their students’ academic knowledge but also to equip them with the social and interpersonal skills that enable them to be full and usual members of society. This balance between acquiring academic knowledge and social skills can often be a struggle for children in school, causing them to misbehave. By having strong but flexible CM skills and structure, a teacher can make their classroom an all-encompassing and safe space for their students where there is the opportunity to thrive. Having said this teaching is a complicated group of practices that are not just a set of techniques. It is said that by improving a single area of teaching practice effectively, overall teaching skills in the classroom can be increased (Cambridge Assessment International Education, 2020, p.9).

As I was unable in the last half of my placement to be in a classroom trialling methods of CM, I am keen to start my next placement in an actual classroom I aim to be able to use what I have read, watched, and analysed, not only in this reflection, but over the course so far. I look forward to developing my own philosophies and practices by having the opportunity to experiment within the safety of a placement before I hopefully start my career as a teacher next year.

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