

Overview

04 December 2019 14:07

Assignment Title: A portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Student Name: Matthew Carl Hooper

Student Number: 1903187

Pathway: P-PGCE

Link to OneNote: https://uowtsd-my.sharepoint.com/:o/g/personal/1903187_student_uwtsd_ac_uk/Eve1qPuBsDxGmJebCmmZrqwBgYTvsPUzWTWEBFUB4UcVuQ?e=vh9YqC

Targets

1. Ensure that your writing has a focus on criticality rather than description.

To make sure that I improved following this previous target, I ensured that I researched extensively around the three pedagogical principles chosen to be in my assignment and included more references within this assignment to further back up my evidence from PTE1. I ensured that each section throughout this assignment was thoroughly referenced to fully support any point made.

2. Make sure that your conclusion is referenced and supported.

To improve on my last assignment, I included references in my conclusion to support my summary of what my assignment consisted of. When reflecting on the three pedagogical principles, I have created suggestions for myself in order to improve my own professional teaching practice ready for my PTE2. These suggestions have been supported in great detail throughout my assignment and conclusion with references.

Below is evidence for the consent of photographs to be used within this assignment.

Consent form for taking photographs and filming

Statement

Student-teachers must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Matthew Hooper as a representative of the APLA, to:

(Tick accordingly)

Take photographs ☒

Film ☒

Record ☒

Name of Head teacher/ Senior Mentor: Julia Roche

Signature: J Roche

Name of School: Caeraw Primary School

To be completed by student-teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Professional Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student-teacher: Matthew Hooper

Signature: M. Hooper

Student no.: 1903187

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): PGCE Primary

Date: 06.12.19

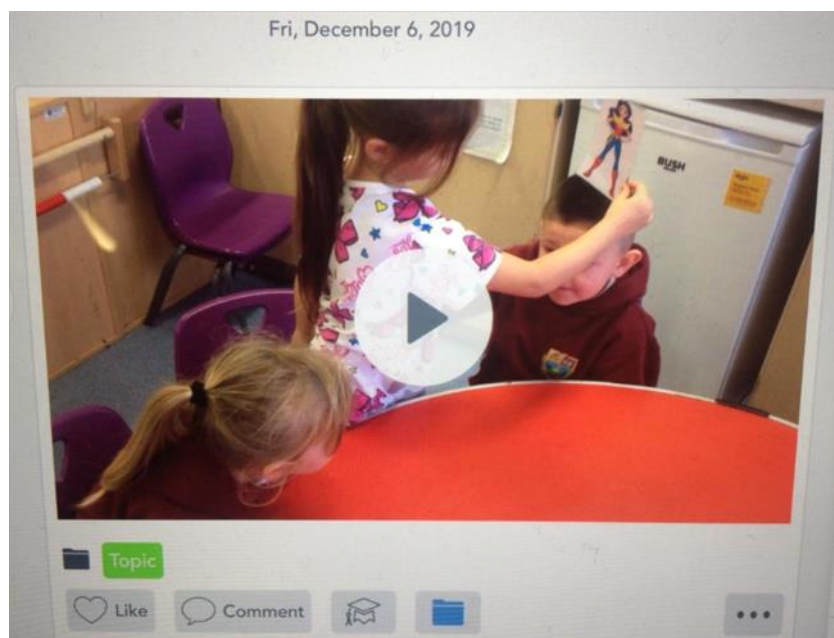
Thank you for your co-operation.

October 2019

Good teaching and learning means employing assessment for learning principles.

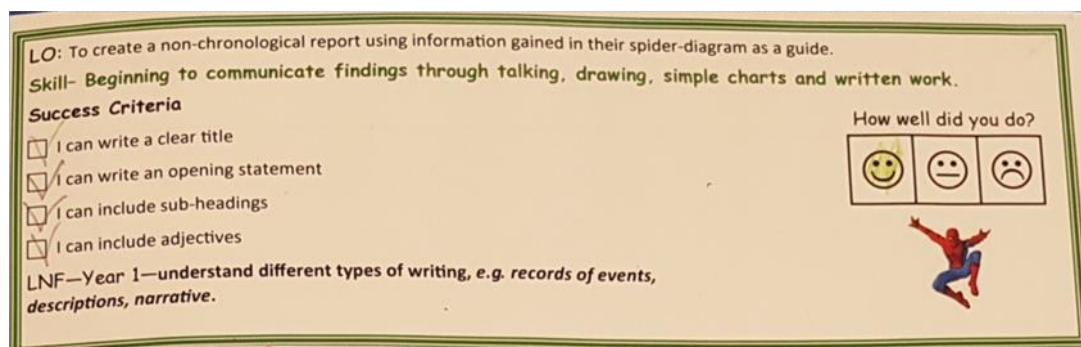
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Appendix 1A



This screenshot from Seesaw demonstrates the pupils playing a headbands game. The pupils had to talk about what they had learned about the appearance of certain Superheroes. The pupils had to communicate with each other, asking and answering questions to solve which superhero they had on their head. At the end of the activity the pupils' had to talk about how difficult they found the activity and how well they felt it helped their learning.

Appendix 1B



For every lesson that I planned, I had to make sure that there was a success criteria on the resources used within the lesson. The pupils would then have the success criteria explained by the teacher and they would read the criteria themselves, before ticking the boxes to say that they had completed each step. On the right hand side of the learning objective strip, there is a "how well did you do?" section where the pupils colour in which face represents how difficult they found the task. The would colour the happy face in green if they found the task easy (as shown above), the middle face yellow if they found the task a little bit tricky and lastly the sad face red if the task was too difficult and they didn't know what they had to do. For this lesson, I used the success criteria as a recap on the English lesson that the pupils had with the Year 1 teacher. I asked the pupils what were the main components of a non-chronological report and once they had recited them all, we agreed as a class that they should all be on the success criteria list. The pupils then felt like they had an input into what should be on their learning objectives strips for this lesson!

Appendix 1C

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Use the time at the beginning of the lesson to discuss the properties of different materials. Teacher to introduce the four different activities, going in to detail and ensuring the Learning Outcomes are explained so the children will know exactly what is expected from them.	Pupils to engage in a think, pair, share activity in order to activate any prior knowledge on the properties of certain materials. Pupils to listen carefully and to remember key elements of materials. Pupils to listen well to all instructions and to the success criteria's for each activity and split in to topic groups to complete their activity. Teacher to use "Thumbs up or down" AFL strategy to see how well the class understand the tasks ahead.	Properties of Materials PowerPoint H&S: Ensure all children are sat down on the carpet, making sure they have nothing in their hands, and have enough room to not disrupt any one else.
Teaching & Core Learning	The class will then be split into their 4 topic task groups. For this lesson plan, the teacher will go through the lesson when the pupils are sat at their table to make the explanation easier. Class differentiations for teacher activity (1 =top group , 6= bottom group) :	Once the teacher has recapped the information of the different properties from the PowerPoint, pupils will make a prediction on which materials will be magnetic or not. The amount of help received from the teacher during the creation of prediction will be determined by the ability of the group. The	H&S: Ensure all children are being sensible when using the different resources.

During the teacher lesson that I planned I ensured that AFL strategies were included in the planning in order to remind the teaching staff of the 4 classes for Year 1 and 2 to use/try different strategies to improve AFL within their classroom environment. The strategies included are shown in the above photo of the lesson plan on magnetism under the pupils tasks within the opening phase. Firstly, I have mentioned pupils engaging in think, pair, share activities to get a better understanding of their prior knowledge of the topic (in this case properties of different materials). Secondly, I have asked the teachers to use the AFL strategy of "thumbs up or down" to check to see how well the pupils understood the lesson aims and the tasks ahead.

Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

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Appendix 2A

LO: To drag and drop superheroes and described why they are wanted.

Skill- Use ICT to move objects on-screen for a defined purpose and use words and pictures to communicate ideas.

Success Criteria

- ☐ I can drag and drop 2 superheroes that are wanted into the boxes and give them a name.
- ☐ I can copy a sentence provided describing why they are wanted and create 2 of my own sentences.
- ☐ I can create a sentence of my own to described why the superheroes are wanted.
- ☐ I can type what reward I would give on my poster.

LNF—Year 1- Use specific words which relate to the topic of their writing.

How well did you do?

KNOW the Rules

WANTED!

Name: Thanos

Name: Hulk

These superheroes are wanted because they .

.....

These superheroes are wanted because they are not sharing with their friends.

These superheroes are wanted two brack toys .

These superheroes are wanted two fite

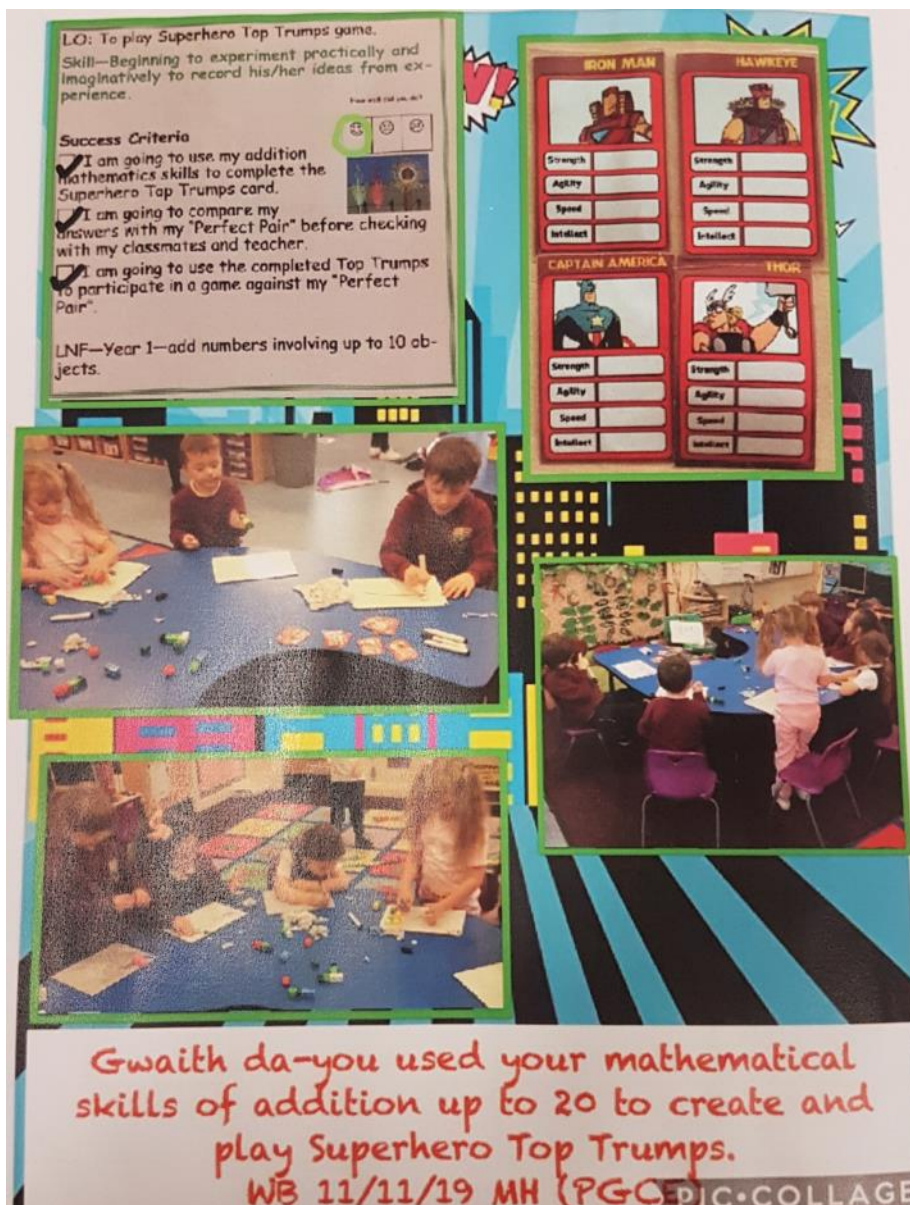
REWARD!

100

2018/19/12/6

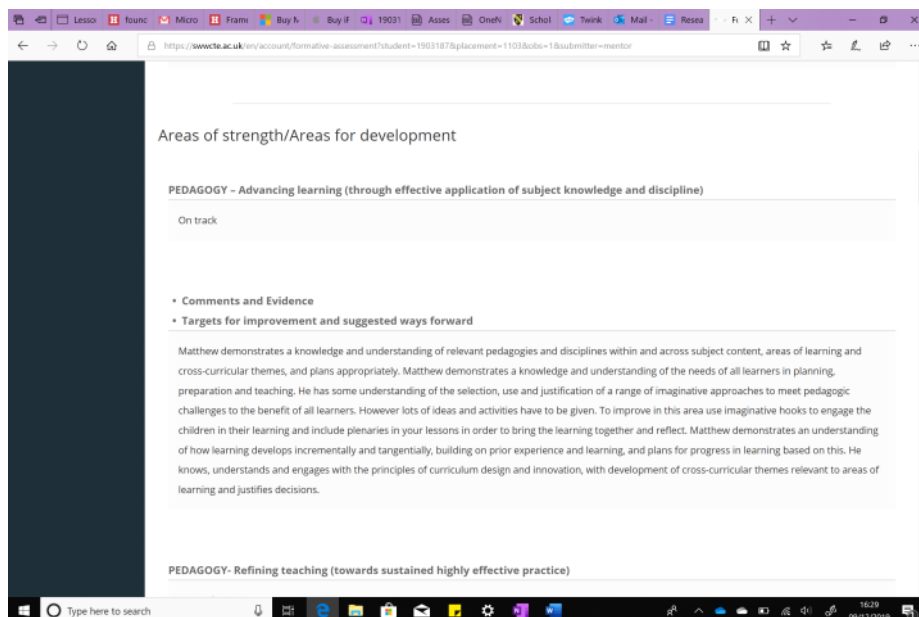
Above is a wanted superhero poster created by the pupils on the computers using the Publisher software. The pupils used the blank templates I created for them to drag and drop the superheroes they selected into the boxes before labelling them. Then the pupils in Grwp Gwyrdd copied 1 sentence given as an example before creating 2 of their own sentences to describe why the superheroes are wanted. This is cross-curricular as this has elements of digital competency and literacy within this topic lesson. As shown in the success criteria the skill is related to ICT using pictures and words to communicate their ideas. The link to the LNF for this group is to use specific words which relate to the topic of their writing.

Appendix 2B



In this lesson I linked work done in their mathematics lesson to my topic lessons on Superheroes. They used their "super addition" skills gained in mathematics and used them to figure out what number their superheroes characteristics. Once they correctly answered the questions we wrote the answers on the top trump cards I created. I then showed them how to play the top trumps game which enabled them to practice their number recognition/the size of each number (e.g. Which number is bigger than the other). The LNF for this activity making it cross-curricular is adding numbers up to 10 objects. For Grwp Gwyrdd I pushed them with numbers up to 20 as they found going to 10 too easy.

Appendix 2C

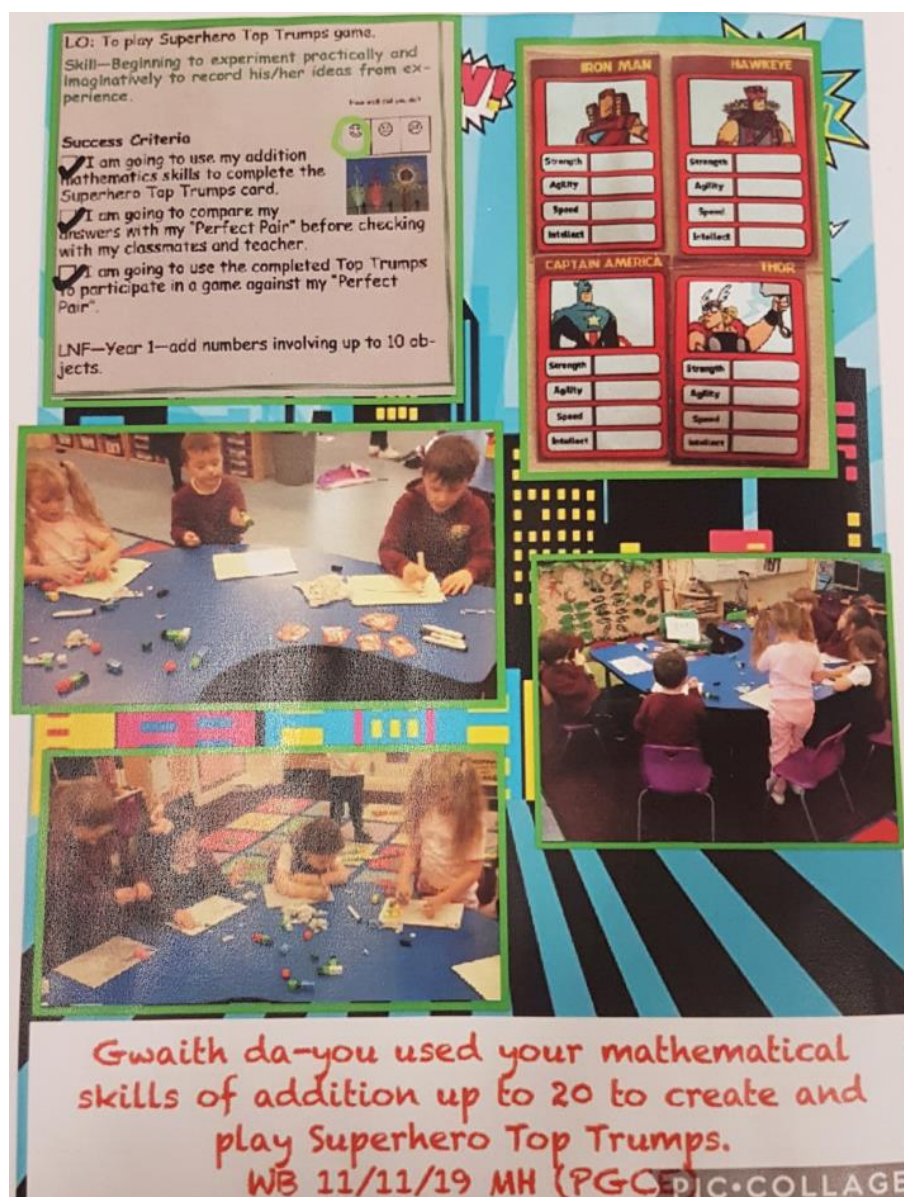


From my mid-term review, my class mentor has mentioned that I demonstrate "a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes". This highlights that I implemented cross-curricular responsibilities throughout my Superhero topic lessons in PTE1.

Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.

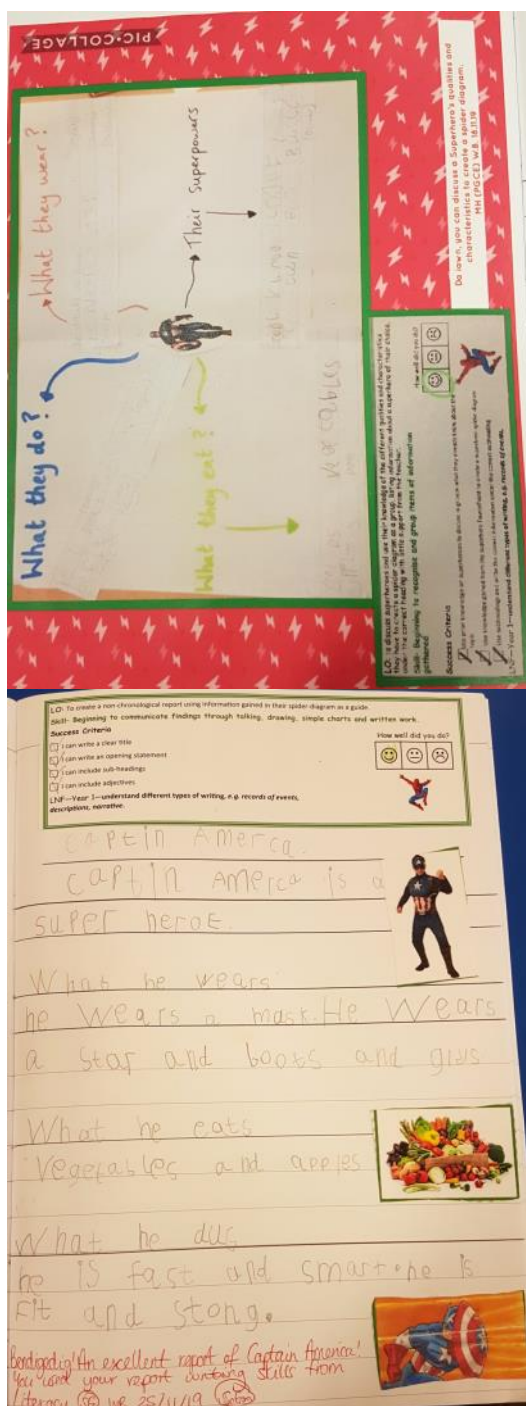
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Appendix 3A



This Superhero Top Trumps lesson built on previous knowledge and experience from the Year 1 Mathematics lesson looking at addition with numbers up to 10 or 20 depending on the ability of the group. This was the slight issue with this lesson as the pupils were not in their maths group for the topic lesson. Therefore, some pupils required extra assistance in completing the addition before be able to play the Top Trumps card game. This topic lesson reinforced the pupils understanding of addition and also pushed pupils to engage in larger numbers than they were use to.

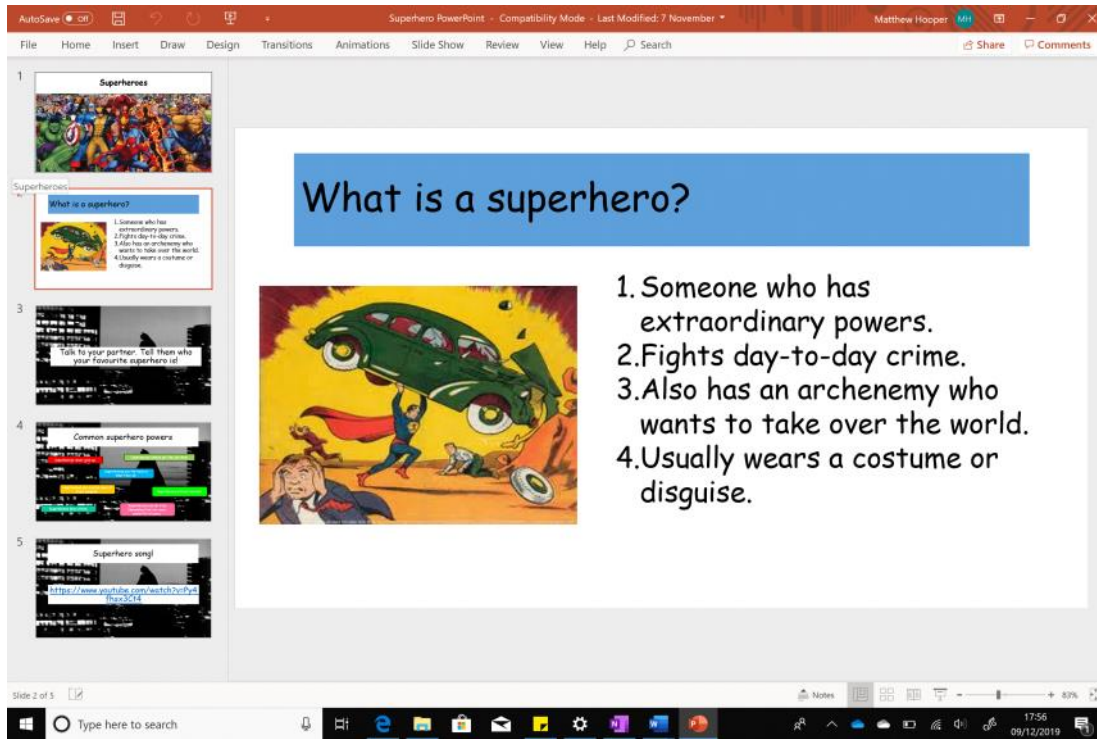
Appendix 3B



This lesson linked work completed in the pupils English lesson and related it to my Superhero topic. The first photo shows a spider diagram, completed by Grwp Gwyrdd, on Captain America with annotations stating what they have learned by researching this superhero. We had 4 subheadings of what they do, what they eat, what they wear and their superpowers. The pupils were familiar with subheadings from their English lesson and were capable in putting the relevant information under each subheading. The LNF for this piece of work was to understand different types of writing, in this case it was non-chronological report writing.

The second photo is from the next topic lesson linked to the spider diagram completed by Grwp Gwyrdd again. The pupils built on from prior knowledge gained from a previous English lesson taught by the Year 1 teacher to the whole class. The pupils had to understand the structure of a report such as what it consists of. For example, the pupils for Grwp Gwyrdd needed to remember that non-chronological reports must have a clear title, an opening statement, sub-headings and pictures. In their success criteria, there is also emphasis on including adjectives in order to expand their sentences with more detail.

Appendix 3C



Above is the Superhero PowerPoint that I used for the whole week beginning 11/11/19. This introduction built on prior knowledge from last week's discussion as a class on what a superhero was. This PowerPoint also included a think, pair, share activity on who their favourite superhero was, common superpowers and finally a superhero song that we chose as a class to listen too!

Critical Reflection

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Professional teaching experience (PTE) is a crucial component during initial teacher education (ITE) programmes, providing trainee teachers opportunities to implement theory to the real-world professional practice setting (Brown, 2008). During my PTE, I identified three pedagogical principles, outlined by Donaldson (2015), that I included in my professional practice. Throughout this critical reflection, I will link my illustrative examples to theory and reflect upon the progress made in implementing the three pedagogical principles in my lessons, whilst also identifying areas for improvement to enhance my professional practice further, in line with the Donaldson's Successful Futures (2015). PTE can play an essential role in professional preparation by developing the ability to critically reflect on your practice (Schön, 2017) providing an opportunity to gain first-hand teaching experience (Lizzio and Wilson, 2004) and lastly, allows initial socialisation into the teaching profession.

AFL is the process of seeking and interpreting information for use by the pupils and their teachers to decide the stage of learning that the pupils are at, where the pupils need to go with their learning and how best to get there (Assessment Reform Group, 2002). AFL consists of four key elements which are peer/self-assessment, sharing success criteria, questioning and feedback. If the pupils can understand what it is they are learning and what stage of learning they are at, this will help to produce a clearer insight of their progress (Briggs et al., 2019). An example implemented in my PTE1 (see Appendix 1B) was the agreement of the class generated success criteria. The pupils felt as though they had a major input into the success criteria that was stuck into their books for that lesson. The pupils were engaged from the start, recalling the structure of a non-chronological report from their previous English lesson, before agreeing that these steps should be on the success criteria to help their topic writing. A benefit to sharing the criteria was that it ensured that all pupils had a clear understanding of how they can improve their non-chronological reports in the topic lesson on superheroes. Secondly, throughout my planning during PTE1 I included an AFL strategy, thumbs up or down, to understand the feelings of the students regarding their experience prior and after every lesson to see if they understood what the lesson entailed (see Appendix 1C). This strategy is being used in schools in Norway, especially during active lessons such as Physical Education (PE). Teachers stated that they were always conscious that student self-assessment is not only beneficial for the teacher to gauge how individual students have reacted to a certain lesson, but how it is just as beneficial to the pupil to enhance their own awareness and understanding of the task at hand (Leirhaug and MacPhail, 2015). When I completed this AFL technique, I was only thinking about the benefits it had for the teacher. For example, I would use thumbs up or down to see if the whole class understood the lesson before I set them off in their small groups to complete their specific tasks. Furthermore, this strategy was quick to use at the start and end of every lesson, providing the teacher with a useful class representation of how good or bad the lesson went. This can then aid with lesson reflections, helping to set targets in order to improve my own personal professional practice. From a pupil's point of view, if they had their thumb up because they understood their specific task, this could boost their confidence potentially leading to an increase in motivation to complete the task. On the other hand, if the pupil had their thumb down as they did not understand the task, this could lead to a decrease in motivation and they might then fear the lesson ahead. As a teacher, I could have been more aware of the fact that the pupils may have just copied the rest of the class in putting their thumbs up. This could be to please the teacher as they perceive "thumbs up" to be the correct answer that the teacher wants. This is called a socially desirable response, categorising the tendency of a pupil to present themselves in a socially favourable manner supplying the perceived correct answers to maintain positive self-esteem (Paulhus, 2002). According to personality assessment research by Sackeim and Gur (1978,1979), another motivation behind this type of response is to deceive others. To minimise this potential limitation, as the teacher I would state at the start of each lesson that we need honest answers from each pupil in order to provide the most support possible to the pupils that need additional guidance. At the start of each lesson plan I also include a questioning strategy, usually "Think-Pair-Share", to stimulate the pupils learning effectiveness. "Think-Pair-Share"

is a cooperative questioning strategy where pupils work together to solve problems and answer questions. In a study conducted with primary school pupils in Hong Kong, their results suggested that pupils' learning outcomes improved significantly when the strategy "Think-Pair-Share" was introduced (Kwok and Lau, 2015). Furthermore, a study conducted at the University of Alabama suggested that social strategies could help pupils learn more effectively as well as decrease anxiety, encouraging oneself and cooperating with their peers (Oxford, 1990). The journal continued by stating that "Think-Pair-Share" can work as a social strategy as it provides time and space for students to work independently but also provides them with the opportunity to work collaboratively with peers to identify the best solutions to the questions asked (Oxford, 1990). This benefits the classroom atmosphere as it can help to motivate the pupils, decrease pupil anxiety levels and enhance their knowledge of the topic in question, all of which in turn greatly benefit the teacher. "Think-Pair-Share" is a promising pedagogic approach that can increase interest, perseverance and self-confidence, promoting positive feelings for the pupils regarding their learning. A similar activity was carried out during a superhero topic lesson that I planned (see Appendix 1A). Pupils had to use their questioning skills to figure out which superhero they were holding against their forehead. This activity relied heavily on the quality of the "yes or no" questions asked as well as the feedback of information from the pupils in order to guess the correct superhero. Similarly, during my PTE1 I used the app, Seesaw (shown in Appendix 1A), to increase the amount of peer/self-assessment that the pupils were completing during lessons. Seesaw was used primarily when practical activities were taking place such as building their own superhero vehicle out of Lego and sequencing the events of the Gunpowder Plot. Going forward into my PTE2, I must improve the amount of peer/self-assessment during the non-practical lessons such as writing or mathematics as they only really use the success criteria to reflect on their learning. When I increase the variety of formative assessments used in my PTE2, it is pivotal that the pupils should be taught self-assessment in order to understand the purposes of their learning and therefore recognise what they need to do to achieve (Black and William, 1998). An example of this in practice could be switching mathematics books, marking their partners work before finally giving them two stars and a wish. Overall, peer/self-assessment is an essential component of formative assessment, making learning more productive (Black and William, 1998).

Cross-curriculum responsibilities have become more extensive in recent years, teaching within a field where subject boundaries are crossed and combined during lessons (Beckmann, 2009). A cross-curricular approach is to merge two or more subject areas, and these may be linked through a central theme, topic or experience (Jacobs, 1989). An increase in cross-curricular teaching favours an integrated curriculum by where children learn through direct experiences rather than being talked at (Hayes, 2010). The first example of cross-curriculum responsibilities within my PTE1 was the introduction of computers to the Year 1 pupils within topic lessons (see Appendix 2A). The pupils had to create a wanted superhero poster using Publisher. Pupils had to drag and drop the superheroes into a text box and then type in why they were wanted, along with a reward. This activity worked well within the topic lesson as the pupils perceived the task to be enjoyable and didn't see how it was a writing task due to the use of the computer keyboards. According to Barnes (2015), the Nuffield Primary History website (2009) confidently asserts that a cross-curricular approach to learning offers a creative way to develop children's skills, knowledge and understanding of a topic. In agreement with the statement from Barnes (2015), I felt that this cross-curricular ICT activity motivated the pupils to progress their learning as I felt the activity was challenging with interrelated topics which encouraged the students to actively enquire, use their initiative and to discuss their ideas, before completing the task with minimal guidance from the teacher. Studies have found that digital technology is associated to approximately four months' additional progress in learning gains and that there is clear evidence that digital technology tasks are more beneficial for writing compared to more traditional methods such as spelling tests (Educationendowmentfoundation.org.uk, 2019). Another example of the implementation of cross-curricular reinforcement throughout my PTE1 was the introduction of mathematics to their topic lessons. Due to the low levels of mathematics compared to the National Standards, when planning my topic lessons, I wanted to increase the amount of time that pupils spend with their teacher to enhance their knowledge of basic mathematical skills. This is aligned with the School's Improvement Plan (2019) where they have identified raising standards in all aspects of mathematics and numeracy across the school. Research by McDonald and Hannafin (2003) states using

educational games engages the pupils and when the pupils are more interested, they are more willing to dedicate time to learn new information. I created a Superhero Top Trumps game (see Appendix 2B) where the pupils had to work out the values of the characteristics of each superhero, before being taught how to play the game. Through using toys to help with their counting as well as number lines, all pupils were able to successfully complete their addition sums. Number recognition was also a struggle for some pupils within my PTE1 class, so I had to reinforce the size of each number by using the phrase “bigger than”. A limitation to this task was that the pupils were not grouped in topic in the same way that they are set for mathematics, meaning that the group ability had a large range, making it hard to challenge all pupils to their maximum potential. The use of experiential learning through playing a game, such as the Top Trumps, allows opportunities for embedded learning to take place, necessary for optimal learning (Fogarty, 2009). In my opinion, all pupils wanted to complete the mathematics addition sums in order to play the game as quickly as possible. They were driven, focussed and determined to understand how to work out the mathematics sums and all pupils performed to the best of their ability throughout the task. Games create collaborative scenarios that makes learning fun, competitive and engaging which in turn meets the needs of the pupils (Weiss and Loebbecke, 2008). A limitation for the use of games in primary school lessons is the lack of time to play them and move them to more advanced levels to make the educational content more challenging (Sharp, 2012). One answer to this would be to make this game accessible to all pupils throughout the school day. In my PTE1 class, they have a termly challenge booklet where the pupils attempt different activities once they have finished their work for that lesson. This Top Trumps game could be combined into the challenge scheme so that the pupils get additional opportunities to learn through structured play and educational games once their work is completed. Lastly, my mid-term review completed by my class mentor (see Appendix 2C) states that I have demonstrated a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes. This exhibits that throughout my PTE1 I ensured that I included cross-curricular topic lessons across the whole term. During PPA, I understood that the needs of all pupils was met when my planning, preparation and teaching had cross-curricular themes to enhance the teachers time with the pupils, especially when enhancing mathematics and English through topic lessons. Pupils need to be equipped with a wide range of key competencies that are necessary to succeed during education as well as for employability and personal development to succeed in everyday life (Amadio, 2013). Topic lessons in my PTE1 school provide teachers the opportunity to improve standards in mathematics and English, which are points raised in the school's improvement plan. To enhance my professional development regarding cross-curricular responsibilities, I could improve my creativity within my lesson planning to make new links between subjects, intriguing the pupils to learn more about these topics through a different method of teaching.

Proposed psychological theories by Bruner (1986) and Vygotsky (1972) emphasise the way the child constructs meaning through interactions and at the centre of these perspectives on learning is the significance of prior knowledge (Myhill and Brackley, 2004). One theory that supports building on previous knowledge is Schema theory. This theory, proposed by Bartlett (1995), locates previous knowledge as a fundamental contributor to new learning (Myhill and Brackley, 2004). The basis of the theory is that the learner formulates knowledge and understanding through interactions linking prior knowledge and a new experience (Edwards and Westgate, 1994). During my PTE1 topic planning, I looked to reinforce what the pupils had already been taught in mathematics and English lessons and use their previous knowledge to apply it within a different context. Firstly, I introduced mathematics within a topic lesson through a superhero Top Trumps game (see Appendix 3A). As previously mentioned, the school has low levels in mathematics compared to national averages, so my main responsibility was to improve mathematics in the classroom. When expanding pupils' prior knowledge, a crucial responsibility is to make connections between what the pupils already know, and the new material given to them. As the teacher, I also had to understand that depending on how much information each pupil retained regarding the topic, how this might impact the way they react to having the information in a new context. This lesson was difficult due to each child remembering a different piece of information making it harder to push each child on due to them all needing the same answers in order to complete the cards and ultimately learn through playing the game. Furthermore, the class was set by ability for mathematics and set differently for topic, meaning each group had a

wide range of prior knowledge for Mathematics. This made the lesson extremely difficult due to each group in mathematics being able to count to different numbers. For example, the top group could work with numbers up to twenty whereas the bottom group could only go to five. I overlooked this differentiation that was needed during my planning for this lesson, something that I will need to adapt for the next time I use this lesson. Secondly, I introduced non-chronological report writing to my topic lessons reinforcing the information taught in English (see Appendix 3B). During topic, I recapped separately with each of the four groups due to the differentiation with the amount of information the groups needed to understand regarding what a non-chronological report entails. As the teacher I didn't want to inhibit the pupils' learning potential by overestimating the pupils' abilities to make the links between prior and new knowledge, so I maintained the same success criteria as the pupils followed in their English lesson (Mercer, 2000). If connections were not made from the previous English lesson to the new context in topic then this can be easily detected by the teacher, who can talk to these pupils that may need additional help. This guidance will help to improve understanding of non-chronological report writing which ultimately makes the connections from English lessons to a different concept. In Vygotskian terms, talk is a tool that facilitates the learner to move out into the zone of proximal development with the guidance of an expert (Myhill and Brackley, 2004). Lastly, during my PTE1 I ensured that I recapped on previous lessons in order to help the pupils retain the information they have learned. I used activities like "Think-Pair-Share" during lesson plenaries and PowerPoints that I created for each lesson (see Appendix 3C). The information on the PowerPoint would consist of some prior knowledge from the last couple of lessons together with the new knowledge that I linked in to enhance the pupils' understanding further. Asking questions elicits the pupils' prior knowledge which can provide crucial information on the pupils' current level of understanding and highlights any potential misconceptions they are undergoing within an area of learning (Myhill and Brackley, 2004). "Think-Pair-Share" uses a verbal rehearsal technique whereby pupils can discuss, in pairs, solutions to the question before providing their answers. A verbal rehearsal technique provides space in the memory in which the pupils can refine, edit and structure their thinking, making the application of thinking easier (Reeve, 2018). Recent theorists have argued that "intelligence" is the capacity for problem solving, in relation to general life issues as well as educational and practical problems (Wallace et al., 2004). "Think-Pair-Share" problem solving tasks allow the pupils to use five vital learning capacities which are intuition, memory, creativity, reasoning and metacognition (Wallace et al., 2004). The retention of information is closely linked to the pupils' working memory. Pupils' working memory is linked to the work we do moment to moment and has a limited storage capacity as opposed to a person's long-term memory (Reeve, 2018). The working memory model by Baddeley and Hitch (1974) also shows how a pupil's memory can become overloaded leading to a reduced efficacy and a loss of focus. Working memory can process approximately seven pieces of information before becoming disrupted (Baddeley and Hitch, 1974). To prevent all pupils within my classroom in PTE1 becoming overloaded with information, I ensured that the class was differentiated into four groups to enable each child to strive in relation to their current level of learning. To enhance my professional development for this principle, I could include a wider variety of strategies to support the development of pupils' working memory to increase and build on their prior knowledge. One strategy could be the use of mini whiteboards as this technique expands the size of the working memory. Mini whiteboards help to free up space in the pupils' memory, making it easier to continue with the rest of the work that has been set due to there now being less information to remember (Reeve, 2018).

To conclude, I have shown that I have been making a conscious effort to include and implement strands of the three principles used in this assignment throughout the course of my PTE1 (as shown in my appendices). I have supported the use of my examples from PTE1 by relating them to literature and how they best support each pupil's learning. By focussing on how to enhance the pupils' learning, this has enabled me to become reflective over my professional development (Ostorga, 2006). To raise my own professional standards, firstly, I will improve the amount of peer/self-assessment during non-practical lessons in order for the pupils to understand their purposes for learning, before realising what they need to do to meet the criteria to become successful (Black and William, 1998). Secondly, I will improve my creativity within my lesson planning to make new links between subjects that favours an integrated curriculum (Donaldson, 2015). Thirdly, I will use different strategies, such as mini whiteboards, to support the development of each pupils' working

memory to build on their previous knowledge (Reeve, 2018). I will use these recommendations in my PTE2 to improve my own personal development as a teacher. Overall, being a reflective practitioner will help to improve the quality of my preparation and lessons in order to provide each pupil with the best education to improve them holistically, giving them the skills needed to succeed in education and everyday life (Amadio, 2013).

Word Count= 3204 (not including the 2000 words for the appendices provided)

References

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