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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	Aim to write in an academic style, avoiding generalisations and words such as fantastic and extremely.	I have attempted to write in a strict, academic style. I have avoided using words such as 'fantastic' and 'extremely'.
Target 2	Check your referencing technique so that you are using the UWTSD methods.	I have read the UWTSD Havard referencing guide. I believe I have referenced correctly and sorted the reference list in alphabetical order of the author's surname.
Target 3	Proof read your work so that it includes works to support and oppose your views.	I have proof read my work and ensured that I have included works that support and oppose views.

Part 1: Professional Learning Passport

Bridging 2 Reflection

Meet

Tystiolaeth / Evidence	Adfyfyrio / Reflect
I attended an online Teams session to discuss and learn more about AFL and strategies that can be used within the classroom. I was then asked to observe AFL strategies that my class teacher uses. I have picked two strategies that I like and will implement them in my future lessons.	Although I have already been observing and testing out AFL strategies, this session gave me some ideas to think about whilst implementing the strategies. It also gave me some resources to look at, including Rosenshine's principles, which I am currently reading to further develop my understanding of AFL.

ECAD6008

Test

Tystiolaeth / Evidence	Adfyfrio / Reflect
During this week, I have been using a range of AFL techniques, but in particular, the two I have been concentrating on implementing is continuous feedback and a no-hands policy.	These two AFL techniques seem to work very well with my class. Of course, continuous feedback benefits the children whilst they are working, and helps them understand where they have gone wrong and gives them enough time to change it. I have noticed that continuous positive feedback about work seems to motivate the pupils. After being praised, the pupils want to continue working hard to impress me. The "no hands up policy" in my lessons have also been working very well. This technique engages every pupil just in case they will be called on. Attitude towards learning and overall behaviour is improved when this policy is implemented in my lessons. I chose this technique as I had noticed it was the same pupils putting their hands up for each question I asked. After testing this technique throughout the week, it seems to me that the pupils who do not usually put their hand up do this due to their confidence levels. Once asked a question with the no hands policy in place, the pupils usually get the correct answer, even though I know that usually when a question is asked, they wouldn't have put their hand up to answer.

Share

Tystiolaeth / Evidence	Adfyfrio / Reflect
I attended a Teams meeting with my network. Everybody presented their AFL strategies/ideas and evaluated them.	This session on Teams was extremely beneficial. I got to listen to a range of different AFL strategies, how they are implemented and what the positives and negatives of them are. This session gave me so many different ideas that I would like to try out in my teaching. It was especially beneficial to listen to my peers that are currently in foundation phase as it gave me an idea of what will work well as AFL strategies in that phase.

DGB/SKD

Llythrennedd / Literacy

Evidenced by an asset? ☐

n/a

Rhifedd / Numeracy

Evidenced by an asset? ☐

Prior to starting the course, my knowledge of numeracy was not very strong. I took my GCSE early in 2014 which capped me at a C grade. Since then, I have not done much work with mathematics at all.

During my PTE1(a), I completed an equivalency test for a B grade at GCSE in the university. The equivalency test covered a range of mathematical topics that I had little or no prior experience with. For example, some topics covered were: compound interest, upper and lower bounds, ratios and percentages.

To achieve the equivalency, I attended a full day workshop in the university, which covered the topics that were in the test. I had also spent a lot of time doing my own revision by completing past papers before, and after the workshop day.

I was successful in the equivalency test at the first time of attempting it. I now feel much more confident than I previously did with mathematics and numeracy as a whole.

Cymhwysedd Digidol / Digital competence

Evidenced by an asset? ☐

n/a

Gwybodaeth bynciol / Subject knowledge

Evidenced by an asset? ☐

In PTE1(a), I planned, prepared and delivered a series of lessons based on the Boscastle flooding in 2004. Before planning these lessons, I had not even heard of the Boscastle floods.

To develop my knowledge on this subject, I watched a number of online videos around the floods, including television news articles. I also read online articles about the Boscastle floods. From these videos and articles, I learned how the floods occurred and saw the damage that it had caused.

I also needed to develop my understanding on floods in general. I planned to teach the pupils how floods are caused, as well as how they can be prevented. I read up on this using the internet.

Datblygu'r Gymraeg / Welsh Language Development

Evidenced by an asset? ☐

Overall, I am a confident Welsh speaker. I attended an all Welsh primary school, and was placed in a half English, half Welsh stream in comprehensive school. The older I have become, the less Welsh I have used, causing me to forget some of my vocabulary.

For my Welsh lessons, the university have placed me in a high group. Some of my peers in the group are completing the PGCE course in the medium of Welsh. I have found these lessons challenging, but have enjoyed practicing my Welsh. I have gained confidence in my ability to read, write and speak Welsh through attending the lessons and completing the tasks. The lessons and tasks have also activated prior knowledge that I had of Welsh, as well as teaching me new vocabulary and grammar rules that I was unaware of before.

Having to speak Welsh in my lessons to my teacher and peers has massively developed my oral ability. We have done many group work tasks that involved discussion. I have also recorded a micro teach lesson, which was delivered fully in Welsh.

Safonau/ Standards

Professional Experience Template 1: PTE1(a) Week 4 - Rangoli Art

Pedagogy Standard: Sustained effort and resilience in learners.

What did you do and why?

The pupils were very much in control of how much effort they wanted to put into this task. It was up to them on how complex their symmetrical patterns and colours were going to be. I ensured that pupils were motivated in producing the best piece of work that they could. When approaching me with work, I would give suggestions on how they could add more to their drawings to make it more complex - either by adding more symmetrical shapes or adding colour. After making suggestions, pupils were motivated to add to their work and excited to show me when they had completed it. A few pupils also asked me if they could start the task over again as they were unhappy with their drawings. I would firstly praise the good in their work, and give suggestions on how to improve. If the pupil would still rather start again, then I would let them get a new worksheet. It was nice to see that the pupils wanted to produce work at the highest standard possible.

What have you learned?

This lesson showed me that motivating pupils, giving suggestions and praising work leads to a higher standard of work in the class. Even with pupils who sometimes do not put much effort into their work were motivated in this lesson. I think this was because they saw me praising pupils and wanted to get praise themselves. Having a conversation with pupils about what they could add or improve is also beneficial. Suggesting improvements opens the pupils eyes to things they may not have thought about. From my suggestions, pupils often added their own after getting the initial idea from me, this sparks creativity.

What next?

I will continue to motivate and push pupils to be the best they can in every task that I set for them. I would like to create a competitive, yet fun and friendly environment in the classroom for the pupils. I will need to ensure that I use appropriate and carefully chosen language to suit the different needs of every pupil.

Professional Experience Template 2: India Fact File

Pedagogy Standard: Managing the learning environment.

What did you do and why?

This lesson was one of many about India that I had planned and delivered. The task in this lesson was to create a fact file on India by searching for relevant information on A3 sheets that I had created. The fact file will also include pictures drawn by pupils. The learning in this lesson was very much pupil led. This lesson went extremely well. All pupils had a good attitude towards learning and were enjoying the task.

As the pupils were in control of their own learning, I had to ensure that I was managing the environment correctly. I ensured that I was praising and promoting positive work and behaviour to show the class what I expect of them, as well as motivating and encouraging the pupils who weren't working quite as hard as they should have been. I was continuously moving from group to group to check understanding

When I noticed that some members of the class seemed to be confused, I used the rhythmic clap technique to gain attention of all pupils. I then explained the task again and made sure all concerns were addressed.

I also used non-verbal cues in this lesson. When the class got too loud and disruptive, I simply stood at the front of the class and raised my hand. The pupils understand what this cue means and what is expected of them when they see this. Once they had quieted down, I calmly explained that they needed to be a bit quieter and that some pupils were drifting off task.

What have you learned?

I have learned that when pupils are in control of their own learning, it can be easy for them to get distracted and drift from the task. It is important to keep managing the learning environment and ensure that all pupils/groups are staying on task. I had to keep motivating the pupils as well as keep an eye for any pupils that may need my help. I have also learned that developing cues to gain attention of the pupils can be very effective in the classroom.

What next?

I will continue to develop my classroom management skills, by researching and testing out a variety of different strategies. i will also look into how to effectively use non-verbal communication with my pupils.

Professional Experience Template 3: Week 3 - India Fact File

Pedagogy Standard: Challenge and expectations.

What did you do and why?

This lesson was one of many about India that I had planned and delivered. The task in this lesson was to create a fact file on India by searching for relevant information on A3 sheets that I had created. The fact file will also include pictures drawn by pupils. The learning in this lesson was very much pupil led. This lesson went extremely well. All pupils had a good attitude towards learning and were enjoying the task.

I had planned and produced two information sheets, one for the lower ability group which included less information than the one given to the middle and higher groups. I also produced three different worksheets for each ability group. The low ability pupils needed to include three pictures and three facts in their work, the middle ability pupils needed to include four pictures and four facts and the higher ability pupils needed to include five pictures and five facts in their work. During my opening phase, I clearly explained what I was expecting from each group whilst explaining the task. Each group understood what was expected of them and were keen to get started.

What have you learned?

Although the pupils knew what was expected of them and were challenged according to their ability groups, I felt as if I had given too little for the lower ability group to do as many pupils were finishing the task quickly. As it was so early into the lesson, I had to think quickly of another task they can complete before moving onto the planned extension. My teacher and I thought of the idea to ask the pupils to find two additional facts and draw pictures for the facts. I learned here that sometimes I do not challenge the lower ability groups enough, and that they are capable of more. Although pupils are grouped into abilities, each pupil has their own ability and are capable of more or less than others in the group.

What next?

In future practice, I will also do my best to challenge learners as much as possible, even if they are in the same ability group, as each pupil has their own ability and should be pushed to produce the best work that they can at all times.

Part 2: Critical Reflection

Introduction

I have chosen to critically reflect on the professional standard 'managing the learning environment'. I have chosen this area to reflect on as it is an area of my teaching practice that I would like to improve on. I identified this standard as an area to improve on during my PTE1(a) placement from before Christmas. Unfortunately, due to COVID-19, I was unable to fully complete this placement, as my whole class were instructed to self-isolate. This unfortunately meant that my placement was cut short by two weeks, and that I was unable to hit my target of developing classroom management strategies.

After the placement had finished, I had planned to take this personal target forward into PTE1(b). Again, I was unable to fully carry out this target as schools had not yet re-opened due to COVID-19 and all teaching took place online. The only chance I had to develop my skills of managing the learning environment was in the emergency school hub that was set up. I attended the school hub once a week to work with the pupils. As I was not formally teaching lessons, I felt as if I could not develop some strategies that I had read about and planned to implement into my lessons. Although this was the case, I needed to think on my feet, and develop my own strategies as I was still expected to run a classroom. At times, the school hub was a challenging environment. I often had to work with pupils from reception, all the way up to Year 6, in the same classroom, at the same time. The learning environment here was difficult to maintain as some pupils would finish tasks before others, meaning I had to provide more material to keep them on task. It was also difficult to maintain COVID-19 protocols, as some younger pupils simply did not understand why they were being asked to keep a distance from their peers.

Although I would have preferred to have my own class during this placement, I believe that I did improve my teaching and management skills with the little time that I did spend in the school. Because of the circumstances, I have decided to take this personal target forward once again into PTE2. This assignment will give me a chance to refresh my mind on classroom management

strategies that I am already familiar with, as well as complete some in-depth research on other strategies and aspects of managing the learning environment.

Critical Discussion of Chosen Aspect

Classroom management is an area of practice that can always be improved on by teachers. Without a well-managed classroom, “effective teaching and learning cannot take place” (Marzano, Marzano and Pickering, 2003). Teachers that effectively implement classroom management “promote independent learning and success for their students in classrooms that are productive, orderly, and pleasant” (Rademacher, Callahan and Pederson-Seelye, 1999).

Being a teacher in this day and age is arguably the most challenging time. Kaliska suggests in her report *‘A COMPREHENSIVE STUDY IDENTIFYING THE MOST EFFECTIVE CLASSROOM MANAGEMENT TECHNIQUES AND PRACTICES’* that “the demands on teachers have grown significantly in the past few decades, which also makes classroom management more difficult” (Kaliska, 2002). She goes on to explain that “more students come to school with behavioural problems than ever” and that “teachers are not sufficiently trained to deal with today’s behavioural problems” (Kaliska, 2002). It is vital for teachers these days to implement effective classroom management strategies, that suit the needs of their children and their own teaching style.

Teachers must remember that their job is not to be controlling of their class, but instead to work with the children to help them learn, grow and succeed (Chandra, 2015). These three things can only happen when effective classroom management practice is implemented.

The book *‘Classroom Management that Works: Research-based Strategies for Every Teacher’*, explains a variety of different classroom management techniques and how to effectively use them. The first point raised in the book is that the classroom teacher must clearly set out “classroom rules and procedures” (Marzano, Marzano and Pickering, 2003). Classroom management begins with having a clear and concise set of classroom rules that is understood and respected by all members of the classroom. If these general rules are not enforced effectively by the teacher, or followed by the pupils, then the teacher will likely struggle to test and implement other strategies that may benefit their classroom management skills. Without

setting out and enforcing clear rules will also likely lead to work being produced at a lower quality by pupils.

The book goes on to quote the work of Emmer, Everton and Worsham in their book '*Classroom Management for Middle and High School Teachers*'. The quote explains that "it is just not possible for a teacher to conduct instruction or for students to work productively if they have no guidelines for how to behave or when to move about the room" (Emmer, Everton and Worsham, 2009).

Classroom rules will differ from teacher to teacher, but all classrooms must have rules and procedures that are clearly set out and are understood by the pupils. Teachers should establish routines in their classrooms in regards to "managing materials, time, instruction, and student behaviour" (Rademacher, Callahan and Pederson-Seelye, 1999). Rademacher and her colleagues suggest that to be effective with classroom management, teachers should consider three phases: "planning, teaching and evaluating the effectiveness of classroom rules" (Rademacher, Callahan and Pederson-Seelye, 1999). Rademacher raises many points to consider whilst planning classroom rules. One particularly important point raised is that teachers should "establish logical negative consequences for noncompliance and positive reinforcers for rule compliance" (Rademacher, Callahan and Pederson-Seelye, 1999). Pupils must understand that if they do not follow the rules of the classroom, then they will face consequences. Teachers should also ensure that pupils are aware that if they follow the rules and produce good work, they will be positively rewarded.

Using rewards is an effective classroom management strategy. Whilst using rewards as a strategy, teachers must ensure that they are consistent and fair with all pupils at all times. An inconsistent implementation of rewards and consequences can cause confusion with pupils. Viera Andreńska explains in her study on classroom rewards: "if the child is once rewarded and then sometimes punished for the same thing, it creates confusion" (Andreńska, 2014). Andreńska also suggests that teachers must avoid over-using rewards and consequences, "too strong the use of rewards and punishments from the beginning robs the educators the opportunity to appropriately reward or punish the deed" (Andreńska, 2014).

The findings from Andreánska's study *'The structure of rewards and punishments in the work of teachers in Slovakia and the UK'* show that the most common reward given by teachers in the UK are stamps and stickers. Although stamps and stickers are good rewards to hand out to pupils that are behaving well, they soon become repetitive and undesirable for the pupils. The study shows that the most desirable rewards for pupils in the UK are material rewards and special activities. These findings suggest that pupils are motivated and excited by the prospect of receiving a material reward or taking part in a special activity, and will work harder to achieve these rewards. Although these rewards were a clear favourite from the pupils that took part in the study, teachers should get to know their class and try out a range of rewards to see which works best for them and their pupils.

Using rewards as a classroom management strategy is an effective way to get learners motivated and to produce a high standard of work. Although there are many benefits, there are also some limitations to using rewards. As already mentioned, the over-use of rewards can quickly become undesirable for pupils as they see the reward so often. This can also lead to a reduction in effort from the pupils. Another limitation of using rewards would be that students may rush their work in order to quickly finish it and gain a reward. Teachers must make it clear that rewards are handed out for good behaviour and quality of work, not to pupils who finish the task first. When there are rewards offered to the pupils, some may feel under pressure and dislike the reward system, which may lead to the pupil feeling distressed or work being completed at a lower standard.

Another effective strategy that could be used to manage the learning environment is using non-verbal communication. "Teachers often forget about or underestimate the importance of non-verbal communication" (Zeki, 2009). Non-verbal communication and cues such as eyes and facial expressions can be powerful tools of communication. Teachers can show interest, encourage contributions and check for understanding, just through the use of eye contact (Zeki, 2009). Non-verbal cues can also be used for behavioural purposes. Teachers often use strategies where they do not say anything, but instead move their body, or create a certain facial expression to gain the attention of the pupils. For example, if a teacher feels as if their class is becoming too loud, they might stand at the front of the classroom and raise their hand. If the teacher has introduced this cue to the pupils, then they will know and react to this, and quickly

quiet down. These types of strategies can be much more effective than raising your voice. Once a group of pupils in the class notice the teacher's non-verbal cue, they will obey it, which will cause other pupils to notice that there is a change of behaviour and atmosphere in the classroom. Once the other pupils realise that their peers have spotted a cue from the teacher, they will also follow the procedure that is expected of them.

Conclusion

In my next placement, I will continue to build on my previous target of developing strategies to manage the learning environment. Firstly, I will ensure to set out classroom rules clearly to the pupils and enforce them fairly. It is important to introduce the pupils to these rules as soon as possible. Studies have shown that "effective classroom managers are especially skilled in establishing rules and procedures on the first day of school" (Moles, 1989). This is an area of my teaching that was weak during PTE1(a). I feel as if I went into the first placement too leniently, which invited pupils to test their boundaries with me. As well as behavioural rules and procedures, I must ensure that pupils understand and respect ethical and global actions. Rules based on "respecting the needs and rights of others, as a member of a diverse society" and showing "commitment to the sustainability of the planet" (Welsh Government, 2015). These aspects are outlined in the 'ethical, informed citizen' purpose from the new curriculum for Wales.

After explaining the rules to the pupils, I will introduce a reward system to them. I have studied the use of rewards in the classroom in-depth, and have some ideas of what I can use to motivate the pupils. I will need to ensure that the rewards stay exciting and desirable for the children. I will do this by offering special activities and materialistic rewards, as these types of rewards have been identified as the most desirable for pupils in the UK. I will often change the rewards, as pupils are likely to lose interest in obtaining rewards that they see every week. I hope that by continually changing the rewards, pupils will stay engaged and motivated each week to produce the best work that they are capable of. Although the use of stamps and stickers seems to be outdated, I would still like to implement this strategy into my teaching. I plan to use stamps and stickers as motivational praise for pupils, rather than the only reward. I feel like using stamps and stickers can be an effective way to non-verbally communicate with the

pupils to let them know that they are working well. When using rewards as a classroom management strategy, I must ensure that I distribute the rewards fairly and consistently.

I will also try to develop my use of non-verbal communication and cues with my pupils. As already mentioned, I plan to use stamps and stickers as one form of non-verbal communication. I would also like to develop movement cues with the pupils. I had already started to use these cues in PTE1(a) before having to self-isolate. I mainly used two cues, one where I would raise my hand and the pupils would quiet down, and the second one being rhythmic claps. Clapping in a certain rhythm was very effective in this particular school as the pupils had been introduced to it at a young age, and continually used it throughout each year group. When the teacher claps in a rhythm, the pupils stop what they are doing, repeat the claps and are ready to listen to the teacher. Again, it is important to introduce these gestures to the pupils as soon as possible, in order for them to understand and get used to the cues. The pupils will need some time to understand the cues and know what is expected of them when they see the cues.

Facial and eye expressions is another area that I would like to develop and would help me in managing the learning environment. I would like to reach the stage with my class where the pupils know exactly what I expect of them just by a certain expression on my face. The book '*Classroom Management Techniques*' by Jim Scrivner mentions that "one of the most important tools at your disposal is eye contact" (Scrivner, 2012)

The book has an entire chapter on how to effectively use gestures and facial expressions in the classroom, along with examples of gestures to use. I will be reading this before beginning my final placement.

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