



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

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ASSESSMENT COMPONENT: A1
Practical Teaching Session

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STUDENT NUMBER: 2003649

Word Count (excluding quotes): 1082 words

Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
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NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

For this essay I will be reflecting upon my microteach lesson through Gibbs Reflective learning cycle (2013, p.49).

Experience

I began my microteach through setting up the workshop space, with all students gathering around one table, I listed out my aims and objectives for the lesson, following this, I enquired with students if they have had prior experience with both drawing and whether they knew what blind drawing was. Following this, I demonstrated to the group how the two main tasks are to be completed, first using an object, in this case a banana, to draw from, later moving on to drawing from the face. The students began the task, each student working at their individual pace, I asked the students to consider how they felt whilst carrying out the blind drawing task. Each student would move onto the second step, others later through one-to-one conversations I tasked them with individual challenges and extensions tasks for them to carryout, challenging how they may approach the blind drawing task in alternative ways. As it reached 20 minutes, I began prompting students with questions, there was an open dialogue of students expressing how they felt about the task and considering how this task can be used in their practices. There was an overall positive reaction to the group task. At the end of the session, I recapped with the students what they learnt and how they felt about the process.

Feelings

During the start of the session, I initially felt nervous, stumbling over my words, but as I got through the opening demonstration with the group, I found myself to have calmed down, slowed my speech and being able to respond with clarity to the questions and responses to the lesson from the group. From the feedback received both in the session and later, the students expressed that they felt calm and relaxed from carrying out the task of blind drawing, there was a visible ease with each student.

After the session, I was concerned whether the task explored within the microteach was of sufficient challenge and academic rigour for the group. But to contrast this,

students provided feedback highlighting that the lesson was challenging enough, but not unachievable for those who had less experience, students noted after the session that the tasks got gradually more difficult from drawing an object in front of them to drawing more abstractly using touch and not sight, I reinforced that this exercise was meant to be abstract.

Overall, I was pleased with my first microteach session and going forward I will look to work on my nerves as outlined in my action plan.

Evaluation

Reflecting on my experience I have identified several positives from my microteach that aligned with professional standards set out in my lesson plan, as well as elements I would like to improve on going forward. I feel I successfully created a safe space, by providing students time and equal opportunity to both ask and answer questions, which aligns with the professional standard “Demonstrate commitment to learning, their learning, safety and well-being” (Welsh Government, 2023).

Furthermore, this is aligning with Race and Pickford, “Enthusiasm is infectious! If you look bored with the subject you’re going to lecture on, that won’t do anything for your students’ motivation.” (2008, p.77). In my feedback one of the elements that was highlighted to feedforward into future lessons is to consider student to student feedback. With this, it was highlighted to me in my feedback to consider at the end of lesson to ask the students to present their blind drawings as to use this to enable further discussion and to reflect on each other’s approaches to the task.

Another area that I found successful was the layout of the classroom and positioning of students, I was able to have one-to-one conversations with each student as it was a smaller group. With this, I was able to set individual tasks for both the group and for specific individuals to consider, for example switching hands used to draw with. I also set extension tasks such as the usage of alternative-coloured pens.

During the tasks it became apparent that each learner approached the task at their own specific speed, from this, the close grouping of students allowed for ease of conversation, reflecting Reece and Walker state that “a relatively small class size, you can use question and answer and whole group discussion” (2006, p.170) to

tailor student's learning experiences accordingly. With this I was able to tailor challenges and support to the students, which aligned then with the Welsh Governments Professional Standards "Value and promote diversity, equality of opportunity and inclusion" (2023, p.11).

Analysis

When considering ways in which students can approach a task that is new to them, I structured the lesson following Race and Pickford, "... learning happens bit by bit, and that even the most difficult tasks can be broken down incrementally." (2008, p.33) aiding students to learn through using steps to build up to the task, offered a way ease the students into the task whilst equally challenging the student, as aligning with Professional Standards, "Demonstrate commitment to learners, their learning, safety and well-being." (Welsh Government, 2023, p.11). By using a workshop, I was able to demonstrate to students how to do blind drawings and how the students could interact and interpret blind drawing reflecting Reece and Walker pros of workshops in that they "Reinforces learning in a realistic and meaningful way." (2006, p.124).

Prior to the lesson, I followed direction from Race and Pickford, "Print off an outline of your lecture in case you lose your place." (2008, p.75), the printout provided me structure and aided with timings as a means to refocus myself and to carry out question and answer with students to attain their entry knowledge, when I lost my train of thought. Furthermore, through feedback from the students and my mentor, the sharing of my own personal ethos behind the lesson itself during group discussion, offered a philosophical viewpoint to approach the lesson beyond simply it being a task.

Conclusion

This microteach I found provided me a great opportunity in both realising the nature of the subject at hand and how it can be conveyed to a group that may not be of a creative background, but also be able to apply a creative technique that enabled the students to begin considering concepts from a point of view with which they may not have been initially considered or aware of.

With this, I found the microteach offered a safe space for students to become more confident in implementation the professional standard within my lesson plan as to work within the expected standard and to consider all facets of both the University and Welsh Government standard as to strive towards and consider within each lesson.

With this, I will not let my nerves get the better of me, and to take that initial pressure off myself within the lesson through using questions directed to the students to reduce any pressure on myself.

Action plan

Upon reflecting upon my Microteach using both feedback and (Gibbs, 2013) Reflection cycle, I have set out four targets as to improve upon following the SMART strategic plan, please refer to appendices for a comprehensive action plan.

Reference List:

Gibbs, G (2013) *Learning by Doing*. Oxford Centre for Staff and Learning Development.

Race, P. (2020). *The Lecturer's Toolkit : A Practical Guide to Assessment, Learning and Teaching*. Fifth edition.

Race, P and Pickford, R. (2008) *Making Teaching Working: 'teaching smarter' in post-compulsory education*. Sage Publications Ltd.

Reece, I and Walker, S. (2006) *Teaching, training and learning: A practical guide*. 6th edn. Business Education Publishers.

Welsh Government (2023). *Professional standards for further education teachers, work-based learning practitioners and adult learning practitioners in Wales*. Available at: <https://educators.wales/sites/default/files/2023-07/Professional%20standards%20for%20FE%20%20WBL%20and%20ACL%20Practitioners%20-%20June%202023.pdf> (Accessed 1 December 2025)

Appendices

PGCE/ProfGCE/PCE (PCET)

Teaching Observation Record

Guidance on the use of form

This form is intended to be used to record feedback from formally observed teaching sessions including micro-teaching. The trainee teacher should complete Section 1 in advance of the teaching session and forward the completed form to the scheduled observer. They will then provide feedback to the trainee based on the headings

indicated in Section 2 and suggested areas for feedback. However, this is not intended to be prescriptive in nature, but rather to promote dialogue on the quality of the teaching that has been observed in order to provide guidance and to inform targets for future professional development for the trainee teacher. Section 3 should be completed by students following receipt of the observation feedback as a reflection on the feedback obtained and the suggested points for development.

Section 1

Trainee teacher: Ewan Coombs	Observer: Marion Philips
Date: 24/11/2025	Time: 30 Minutes
Topic: Introduction to Fine Art: Creative Drawing task	Group: PCET Part-time Microteach Group
Setting (classroom, workshop etc): Classroom	Number of learners: 6 - 7

Trainee Teacher notes

Please note here any information you feel would be beneficial for your observer to be aware of prior to the start of the lesson, such as your rationale for a particular teaching approach, how this lesson fits into the wider curriculum for the learners etc.

The rationale behind this session is to provide both a way for students to approach and consider the act of drawing through non-traditional forms of translating what the viewer sees to paper such as through touch. My rationale behind the usage of two tasks, is to both ease the students into the concept of translating what they are touching to what they are drawing, with the second task acting as a way for easing the learner into an increasing difficult task whilst not setting the learner up to fail in doing so. With this, through the usage of learning strategy such as 'group discussion' provides the students equality of opportunity to share their own experiences and views learned from the task, this in doing so also provides opportunity for connections to be made between students based off shared experiences and for sharing of learning between students.

Please note here any specific areas that you would like to request feedback on from your observer, for example delivery style, planning and preparation, teaching strategy used.

I would like feedback on my clarity of speaking as when nervous I am aware I have the tendency to both speak too fast and in turn lose my train of thought, this is something I aim improve upon through breathing exercises and the usage of questions towards the students to take pressure directly off myself as recommended by my mentor. Other areas I would appreciate feedback on is my teaching strategies such the usage of group discussions and whether they are successful in students being able to equally share their experiences, feelings and opinions.

Section 2

Observer Feedback:

1. Lesson planning and preparation:

For example (but not limited to)

- *Lesson plan (structure, detail provided, variety of activities, appropriateness)*
- *Resources prepared (clarity of any slides used, handouts provided, are resources accessible)*
- *Learning outcomes (suitability of outcomes for learning group and subject)*

- A very well considered Lesson Plan Ewan.
- Good consideration of planned for resources.
- Clear aim and well considered range of measurable objectives..
- Well considered range of anticipated difficulties and contingency measures planned for.
- Very good consideration of a range of professional standards appropriate to your session.
- Good build-up of learning evident in your lesson detail.
- Good consideration of timing.
- Good range of teaching and assessment strategies planned for.
- Good to see you highlighting your questioning opportunities on your lesson plan – good practical strategy.

2. Teaching and delivery:

For example (but not limited to)

- *Lesson start/conclusion (timing, sharing and reflecting on outcomes, were outcomes met?)*
- *Classroom presence and presentation skills (appropriateness of teaching strategies used)*
- *Pace of lesson and use of time (inclusiveness of lesson for all students, overall workload expectation on students and impact on well-being)*

- Excellent bilingual introduction to welcome everybody to the session.
- You outlined the aims and objectives for your session – just take care here to ensure that these are introduced at a pace that is comfortable for your learners, this was a little too quick which is quite understandable for your first microteach!
- Very good use of questioning to assess entry behaviour – well done.
- H&S check, to ensure no one has allergies before introducing some of the items used as props – good.

- You quickly established a very warm, friendly classroom presence, you smiled and maintained excellent eye contact with your cohort, you naturally displayed genuine interest in them which gives you credibility and adds value to your session.
- Excellent demonstration of the blind drawing method, you relaxed well through this stage of your delivery. You took care to reassure your learners and shared your personal experiences to make it relatable for them – well done Ewan.
- Your enthusiasm for the topic was clearly evident and you excelled through your interactions with your learners.
- Excellent preparation of resources to ensure equality of opportunity for your learners.
- You engaged well with your learners, you demonstrated respect and interest in their contributions and questions. A very relaxed session, nice touches of naturally occurring humour throughout – your learners are enjoying whilst learning.
- Excellent credibility with your learners, they clearly trust and respect you and your knowledge. You very quickly built rapport with your group.
- Excellent organisation of the room that was well suited to small group work, getting everyone around one table worked well to support a shared experience.

3. Professional knowledge and skills

For example (but not limited to)

- *Subject or vocational knowledge (familiarity with the subject being taught, responding to questions)*
- *Clear expectations for learning and behaviour (formative and summative assessment, checking on student knowledge)*
- *Identification of and engagement with professional standards (which standards are evidenced and where)*
- Excellent subject knowledge evidenced, you were able to clearly explain the process and to break it down into very simple steps for your learners to follow.
- You were very clear as to the expectations of each activity, providing sound context for your learners. They were able to carry out the activity as planned, demonstrating sound understanding of the process.
- You created an atmosphere that welcomed learner contributions and interactions and you dealt confidently with questions to clarify understanding.
- You consistently rewarded learner contributions, respectfully.
- Your learners clearly trust you and carry out the blind drawing activities with enthusiasm. They clearly enjoyed learning something completely new.
- Learners were stretched and challenged, and attempted more complex drawing tasks once they had familiarised themselves with the process.
- You used questioning to ascertain what your learners had learnt from the process and you encouraged them to reflect on their experience and share their ideas.
- Good group reflections and identification of how they felt they had improved from their first attempt to their last attempt.

4. Points for future development (no more than 3 or 4). Where possible these should be identified in negotiation with the trainee teacher.

- Give yourself time to relax at the start of your session, maybe throw a question out to your learners about what is to be learned, this will help to take the pressure off you and will help you to ensure that you pace your delivery is at a speed comfortable for your learners to follow comfortably. You settled very well once you got into the demonstration element of the session, adjusting your speed appropriately and thriving through your interaction with your learners.
- An opportunity missed to ask your learners to hold their drawings up and share – this would have worked well because asking them to show and tell would help to consolidate their learning and would springboard discussion and build on the supportive environment you have worked so well to build. Excellent to hear that your group feel more relaxed after the session.

Very well done Ewan! 😊

Section 3

Student teacher reflections:

Note here your reflections on the lesson itself, the feedback obtained and any plans you have to address the development points notes.

Overall, I feel the lesson had a positive response, with students sharing that the lesson created a relaxing and calming environment, offering both an alternative way of drawing and in turn, thinking, for the students. Initially, I experienced nerves as this was my first microteach, but this eased as the session went on.

Considering aspects which I found to be successful in setting the tone of the lesson, and creating a safe, positive enthusiastic space for students to create freely within, from asking students questions to gain entry knowledge, using this for students to reflect upon their own knowledge and past learning, with this the employing of a demonstration prior to the students carrying out the task aided student learning styles such as Reflectors, Theorists and Activist; along with students who are visual learners.

Other areas which through my feedback highlighted areas which were successful was the usage of throughout the lesson positive affirmations and Rewarding contributions from all

students, further, employing group reflections enabled students to share their experiences in carrying out the task, along with questions of how this technique can be employed.

To improve upon this Microteach going forward, I have reflected this in my action plan, and I will take on the feedforward by mentor to introduce strategies such as opening questions to students at the start as to take that initial pressure off myself as well as practicing breathing exercise to further help my pace of talking.

In regard to feedforward from my mentor, I will research into teaching methods and best practice as to further facilitate peer to peer discussions and enable best ways to value and promote diversity, equality of opportunity and inclusion as following Professional Standards.

Lesson Plan

Topic: Introduction to Fine Art: Creative Drawing task		Class: PCET PART-TIME MICROTEACH GROUP	
Date: 24/11/2025	Length of lesson: 30 minutes		Number of students: 6
Resources required: A3 270gsm plain paper, black and colored sharpie pens, masking tape, protective desk covering, object to draw from i.e. fruits.			
Aim of Lesson The aim of the lesson is to introduce the students to an experimental drawing method through blind drawing, using fruit as means to interpret their surroundings.			

Learning Outcomes – The Learners Should Be Able To:

- Define the term ‘blind drawing’.
- Discover abstract ways of interpreting objects through drawing.
- Create a series of blind drawings, using fruit and student’s own faces.

Previous student knowledge required for the session:

Within an actual module, the students will have prior experience with both drawing from life such as still life and life drawing. But equally this lesson can be used as an introduction to a module on alternative ways of approaching creative tasks and ways of thinking; or as a part of a longer lesson on drawing.

Anticipated difficulties (if applicable):

- Students may not have previous experience with both the creative subject area and/or drawing, and in turn may lack confidence, so I will aim to create a positive, safe space through constant reassurance and to consider each individual learners’ knowledge and skillset as to create a better equity and equality between each learner.
- Working with Sharpie pens can be messy and stain surfaces they come in contact with, as means to limit and avoid any mess, I will bring a table cloth to protect the area we are working in, the usage of thick high GSM paper as to limit ink soaking through the paper; and the usage of masking tape so students can stick down their paper as to stop the paper moving around whilst drawing.
- At the start of the session, I will ask the group if anyone has any allergies towards fruit and in preparation for any issues, I will offer two different fruits for students to draw from, and if there are students with any allergies, I will highlight for students to not touch the fruit they may be allergic too.

Professional Standards (where are these being met within the session)

- In my practice and with others I aim to **Value and promote diversity, equality of opportunity and inclusion** through the usage of reflective feedback and group discussion at the end of the workshop and allowing every student to share the viewpoint and feelings, enabling every student's voice to be heard.
- In my practice and with others I aim to **understand the importance of the Welsh culture and language as a bilingual nation** through the usage of greeting students with 'Shwmae Heddiw a Prynawn da'.
- In my practice and with others I aim to **plan and deliver effective learning, teaching and assessment** through the usage of group discussion and Q&A to enable students to share their opinions and feelings in turn providing feedback on where I as a learning lecturer can reflect and improve accordingly, tailoring lessons towards the learners needs.
- In my practice and with others I aim to **maintain and update my knowledge of my subject(s) and how best to teach and assess them** through ongoing research into contemporary dialogues and developments and specific areas such as materiality, and in turn reflecting this within my practice, research and what is applied within my taught sessions to aid my learners.

Lesson Detail:

Stage	Focus	Strategy	Time
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Introduction	Greet students in Welsh, introducing myself and later listing out aims and objectives for microteach, establish students' knowledge through questions.	Greeting students in Welsh i.e. Shwmae Heddiw a Prynawn da. Introduction and the lessons aim and objectives, followed with Q&A to attain entry knowledge of students. • Define the term 'blind drawing'. • Discover abstract ways of interpreting objects through drawing. • Create a series of blind drawings, using fruit and student's own faces.	5 minutes
Development	Q & A to attain student entry knowledge.	Establish student entry knowledge – Has anyone done drawing before? How and What ways do we draw? What do we know about blind drawing? (give time for student response ten seconds minimum)	

Development	Demonstration – Students observe lecturer carry out an abridged version of the task. materials: sharpie, paper, masking tape First task: Each student will be given an object to draw from, for this lesson a fruit such as a banana.	Lecturer will carry out a short demonstration to show as an example to aid visual learners to identify how we approach the task. Each student will be given paper, masking tape to hold the paper down and to stop the paper from moving during the task, sharpie pens, black and a colour of the student's choice, The students using their dominant hand to hold the pen and their non dominant hand to touch the object, students will place their pen on paper and pointer finger on the object. With the students closing their eyes, they will move both pen and finger at the same time, in tandem; their non-dominant hand's pointer finger moving across the object slowly, moving the pen in synchronicity.	3 minutes 5 minutes
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Development	Second task: Each student will use their own faces to draw from, using either the opposite side of their paper or a new sheet of paper. Extension task:	Asking students during the task to consider what they are thinking/feeling. During and prior to second task reaffirming to students not to worry of any mistakes, and to use this task as a way to experiment with how they can translate features and details such as hair through pen marks. Moving on from drawing the object through touch, each student using the knowledge learned, will then move onto drawing their own face on separate new sheet of paper. If students finish this task with time to spare, using a secondary-colored sharpie pen the students will draw a second drawing over the initial first drawing, swapping hands, the non-dominant hand holding the pen, with their dominant hand touching their face.	5 minutes
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Plenary/Conclusion	Summative Feedback through Learning strategy employed such as question and answer and group discussion, recapping the aims and objectives.	After completing a series of drawings, the lecturer will ask the group a set of questions as to begin a group discussion, enquiring with each student to share their feelings and reflect on the task carried out. With this going over the aims and objectives of the session to enquire whether they achieved what has been set out and to use this as a jumping off point for further discussion. Questions to ask the students – Q – how did you feel drawing from the object and not seeing what you are doing? Q - how about when you were drawing your face? Q – Do you think today's drawing method can be used for anything else? Q - How can the technique learned within this session can be applied to other forms of exploring and research?	
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		End session with positive affirmations and feedback, remembering to use students name whilst doing so, as to reaffirm student-lecturer professional relationship and confidence in student.	10 minutes
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Assessment Strategies: when and how are they included within the lesson?

- **At the start of the session prior to the demonstration and creative task the first strategy that I will use Question and Answer to attain the entry knowledge of each student prior to the task and to enable and promote equality of opportunity and inclusivity.**
- **The second strategy that will be employed after the group task/workshop has been completed I will use a Group discussion to enable each student to share their feelings and reactions to the drawing task, and to assess what they have learned and how they can approach concepts within the task, such as the students using their other senses, such as touch to approach and consider the surroundings both within creative tasks but whether these techniques can be applied elsewhere.**

Informal reflection (to be completed after the session)

I found myself to have initially panicked at the start of the lesson losing my train of thought, I referred to my print out of my lesson plan for questions to ask students to be able to attain the students entry knowledge, I found as the lesson went on my nerves eased and the demonstration in itself enabled me to slow down and breathe, the students I found responded with both fascination at the task at hand and approached the challenge of blind drawing with trepidation but were open to taking on the task, each student I found worked at various paces and some altered the task to suit them, with one student focusing on the profile of the face from the side instead of from the

proposed entirety considering each detail of the face, this was due to the potential fear or lack of want to draw something if it was not clear of what has been drawn, this led me to both remind them to view this task as a way to loosen up, and with this posed the challenge for them to create a drawing that used the entirety of their face. The group discussion that I felt occurred almost naturally, I prompted the group with questions with which they responded and shared their experiences, there was a positive reaction to both the task, and students bonding over shared feelings regarding the task. Equally sharing how the task led them to consider aspects of creative processes they may not have initially considered!

Action Plan

Target	<i>Specific Steps</i>	Measurable <i>What</i>	Achievable <i>How</i>	Realistic <i>Why</i>	Time-bound <i>When</i>	Professional Standard
To improve my confidence and manage my nerves better within a class setting.	To develop my confidence in myself, I will look to carry out mock lessons, using friends and family to teach and talk in front of. Other ways can be through recording myself to listen back on my pace and speed of talking, focusing on	To make this measurable I will keep a journal/notebook to record alongside my lesson feedback and mentor notes any improvements and areas with which I can focus on alongside any useful sources such as videos such as Ted Talks, books and audio books that talk about education and confidence.	To make this achievable by continuing with regular lessons and confidence and breathing exercise as to make the act of talking and leading a class less stressful more organic within the class setting.	This is realistic as target as my nerves inhibited me from asking students questions at the start of the session, therefor I would like to improve upon my confidence and speaking within the class setting.	By January 2026, But equally this is an ongoing target to maintain and improve upon.	Critically reflect on own values, knowledge and skills to improve learning.

	my breathing.					
Utilising alternative assessment strategies within my teaching of lessons.	To develop my teaching of lessons through the use of, where appropriate, assessment strategies such as Buzz groups and Student initiated seminars in lessons where peer to peer learning can further strengthen a lesson.	To make this measurable through observing lessons of my peers along with my placement and studying the effectiveness of various strategies and thus exploring and employing them within my own lessons if relevant to the lesson at hand.	To make this achievable through both employing various strategies where appropriate for future lessons I will carry out with my placement But equally using focus groups, family members and friends as to test out and consider the effectiveness of various assessment strategies.	This is realistic as target as students learn through different styles and paces, and the usage of alternative ways of teaching and sharing information can aid various learners.	By January 2026 But equally this is an ongoing target to maintain and improve upon.	Value and promote diversity, equality of opportunity and inclusion/ Critically reflect on own values, knowledge and skills to improve learning.
For longer lessons, employing visual aids such PowerPoint and print outs.	To develop my lessons where and when appropriate, I will study how lecturers within my placement use PowerPoints to support	To make this measurable I will consider and employ, when possible, within my lessons power points and/or physical print outs, along with maintaining a folder to hold power points and any other visual aids for	To make this achievable by creating a PowerPoints and printed handouts for students when applicable, printing only the sufficient amount for the class with 1 to 2 spares. It is	This is realistic as target as within a creative and visual field, this can aid to create discussion points and aid deeper discussion and analysis	By January 2026	Plan and deliver effective learning, teaching and assessment.

	their lessons and use to inform group discussions, keeping record with how the usage of imagery, quotes and questions can be used in tandem with PowerPoint.	both future lessons and to be able maintain and update these power points with up-to-date information and imagery.	achievable as within a Fine Art course, Power point would be relevant to show artworks and Print outs of artworks can be beneficial for students to be able to annotate a physical copy.	of artworks along with aiding students to refer and return to lesson materials.		
When sharing artists and research with students, share art created by Welsh Artists and in response to Welsh culture where possible.	To develop my inclusion of Welsh Artists and creatives within my lessons, I will find and visit exhibitions on Welsh artists along with research further into Welsh Art History through books and videos.	To make this measurable I will keep track of artists recommended through both my lesson plans and a document to record all artists to recommend within a taught session as to assure I have included Welsh Artists and creatives.	To make this achievable by researching and keeping record of both historical and contemporary examples of Welsh Artists when relevant within a document as to be able to both refer back to and to share as resource for any student.	To make this realistic as a target, as reflected by Professional standards it is important to emphasis and reflect Welsh artists within discussions when relevant to the subject at hand as to offer students various viewpoints.	By January 2026	Understand the importance of the Welsh culture and language as a bilingual nation. Maintain and update of my subject(s) and how best to teach and asses them.