



Guidelines for the Learning Journal

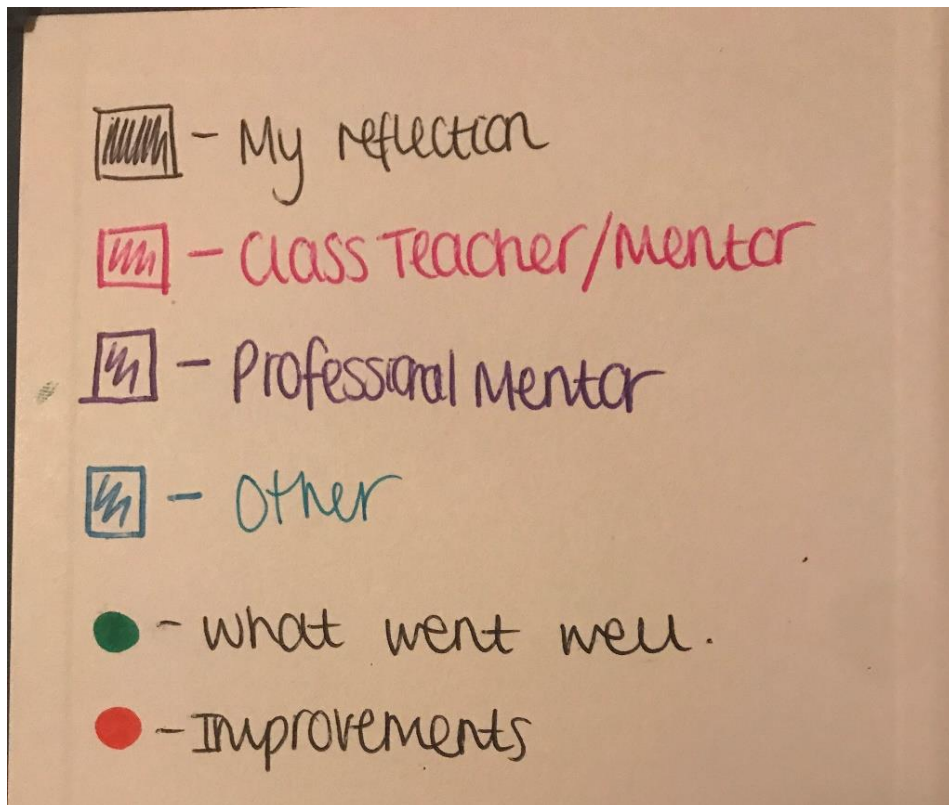


Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

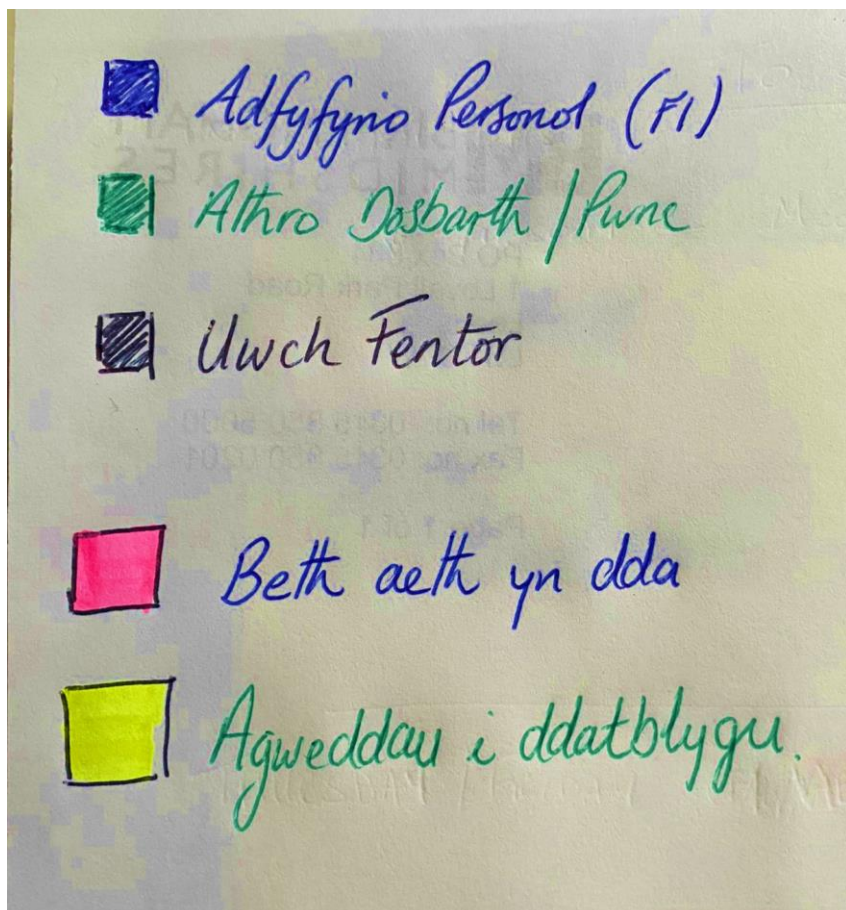
Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Learning Journal Guidance

- Student teachers and Class / Subject Mentors are expected to complete the Journal after each taught session, including informal comments, reflections and queries
- Wider reflections (over and above reflecting on taught lessons) can be recorded daily (as appropriate) and may include; conversations with parents/carers, observations of other members of staff, interactions with colleagues/peers, reflections on wider reading, personal targets, planning considerations etc.
- The Learning Journal must be available to Class / Subject Mentors and other staff members at all times – but not accessible to the pupils in class
- As the Journal is a professional document, although not ‘formal’, student teachers and Class / Subject Mentors need to ensure that the language used is appropriate and that staff and children are not named
- The Journal should act as a two way document in which the Class / Subject Mentor and student teacher engage in reflective and purposeful dialogue
- Student teachers should use the Journal as an opportunity to note any reflective conversations with mentors/other staff
- Mentors may add comments/suggestions whilst the student teacher is teaching. Student teachers are expected to engage with these and check understanding if they are not sure
- Queries/questions that student teachers may want to ask their mentor relating to their professional progress may be recorded in the Journal
- Reflections should focus on children’s progress, as well as standards of teaching
- The Learning Journal is NOT a ‘To Do List’ – if student teachers or mentors need to make lists, this is to be done elsewhere
- The Learning Journal will be periodically inspected by University tutors, Network Leads and Senior Mentors
- The contents of the Learning Journal should be discussed during the Weekly Reflection Meeting
- Some student teachers and Class / Subject Mentors have made use of a key to illustrate who is writing, what (as below):



Please see the below examples taken from Learning Journals which have been used to good effect, previously:



11/11/19 Reflection - Year 5/6

Class Teaching - Maths Rounding

This was my first time teaching the whole class. therefore, I did feel nervous. However, once I stood at the front of the class my nerves calmed.

What went well: ●

- explanation of the subject

↓
Using a visual list of rules for the children to refer to throughout the lesson.
(similar to a success criteria)

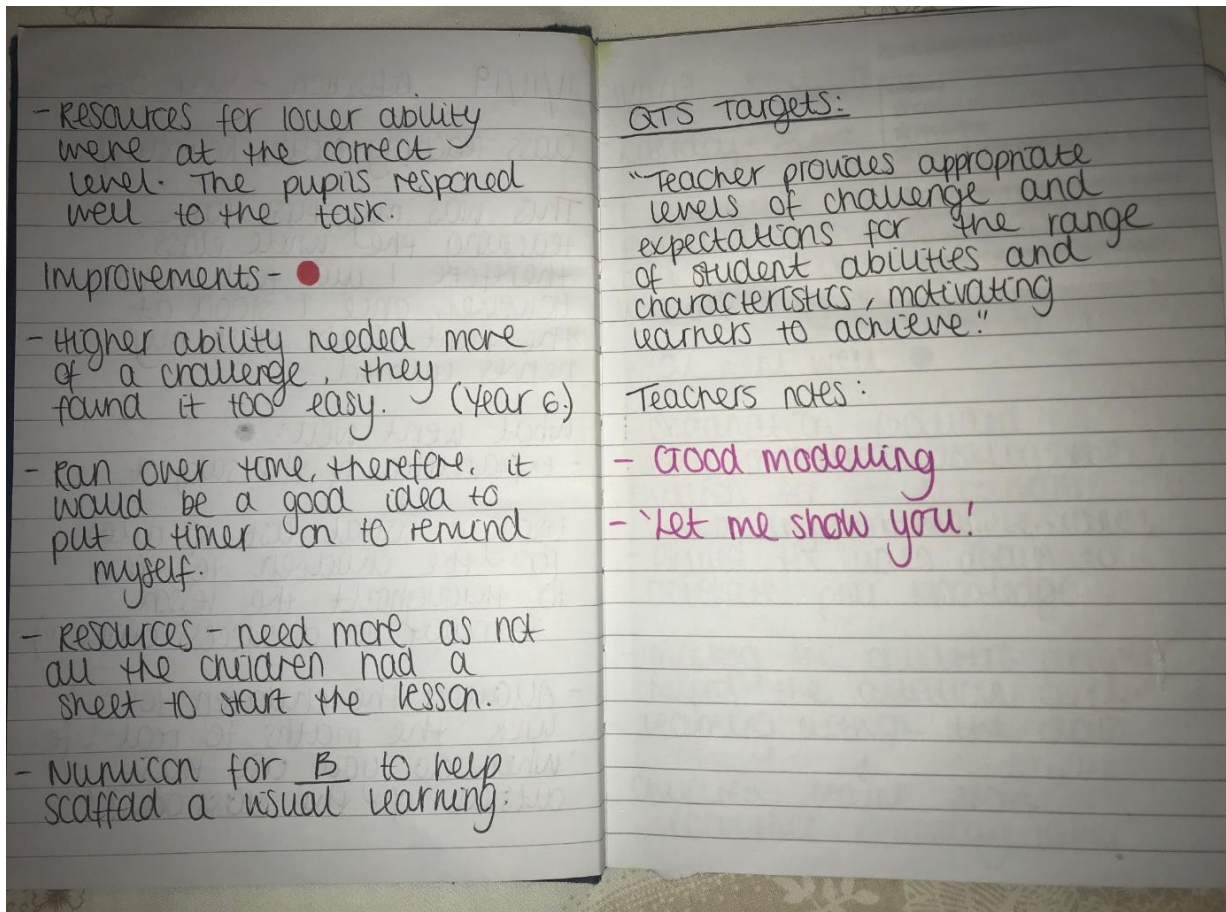
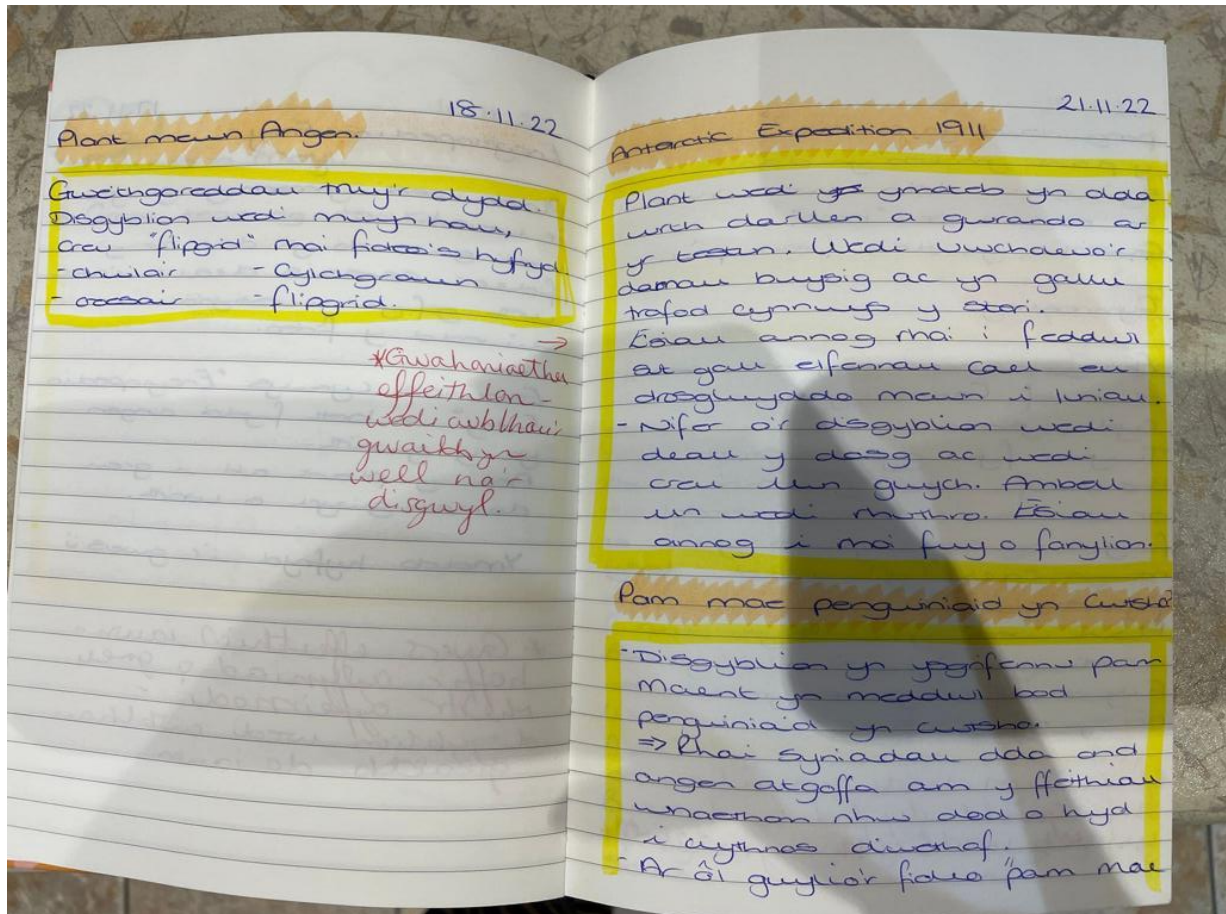
- Allowing the children to link the maths to real-life.
'When do you use this outside of the classroom?'

Gwers Sgill. 5.12.22
Addysgiad film "Ice Age"

Gwyliodd y disgyblion film Ice Age ar ddiwedd wythnos diweddaf.

Doedraon y wws wrth siarad am y ffilm i atgoffa'r disgyblion. Trafodm ni am beth fydd angen cynnyrs mewn addysgiad ffilm. Cyfeiriais at "Sgicinio ein Sgor" ddyddiaio e' barn. Rhoddais lathen i bob uniglyn wedi gwahanu aethu ffeul gallu. Dangosais pwynt pwer er mwyn trafod cynnyrs y gwaith. Roedd angen hysir ddbarn i enghwgu brauchdegaru ac i amgysio eu cife.

Y disgyblion wedi mwynhau'r wws yms. Cynnyrch da. Efallai buasai lathen eife wedi cynorthwyo'r gwaith.



Celf Will Evans

23.1.23

Artist Med o Absorbance a
unodh byw trwy'r Blitz.

Cyflwyniais Will Evans ar
ddechrau'r gwes gwrth
edrych ar ei gelf.

Taflen gwrth: Ateb Cwestiynau
i droed teimladau wrth
edrych ar y celf.

Aeth y disgyblion ati i greu
Celf Will Evans yn ei Myfau
broeduno wrth defnyddio pastel.

Trwy marcio gwrth rwyf wedi
gweld dealltwriaeth da o'r
tebyg.

Plant wedi ymateb yn wych
gyda ffeluchadau da lawr.

Roeddlet wedi dewis
Unian addad o gyfer
oed a gallu.

Week Beginning 11/11/19

11/11/19 Reflection

Literacy - Alma

I felt quite ok teaching this and thinking lists definitely makes a difference.

What went well: ●

- explanation included visual modelling, asking the children for their opinions.
- Celebrating work-Magpie ideas.
- Played the video again to activate prior knowledge.
- mixing the children's ability helped the attitude and learning within the class.

↓

children learnt from each other, especially lower

Literacy

- ★ Critical thinking terminology
- ★ Modelling
- ★ Hold up your work to show what you have done (WAGOLL)
- ★ Classroom teaching moving around, supporting and questioning, moving away
- ★ Challenge (Extension ready) Included extract task of 'How' to higher ability group.

pongwinaid yn cwrtho? unwaith
y plant ymateb yn dda.
Syrddau dda - wedi modur
tu allan i'r "bars".
Gwethio yn dda fesul pâr.

Gymroeg.

Ehangw ar wds wythnos ~~ar~~
diwethaf. Canolbwyntio ar
Cydbwybodaeth.

Tuyma ifyrn gyda "Stuck in
the mud" wedi gwethio wedi
ar ddokrau'r Sesiwn, roedd
fuy o amser wythnos yma er
myn cael "Cyflwyniad - tasg
ffocws - clor".

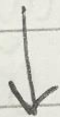
Plant wedi ymateb yn dda
ar diwedd y sesiwn i ymbacio.
Fuy o drefn wythnos yma wrth
nôl y matiau.

*Disgyblion wedi mynhan
braf gweld dy fod wedi
ymateb i adborth - ymdawelu

year 5's.

Improvements: ●

- This was a very independent / group task therefore it did not include a large amount of teaching.
- Towards the start/end the children get distracted. therefore, this made it difficult for me to get their attention.



possibly include some strategy to get their attention:

clapping
hands up
chant.

23.11.22

Mathemateg - Ffactorau.

Coed ffactorau

Poethi - Unes i Sierhau dealltwiss, trwy asesu'n aml. Ddodol rhai disgyblion ddolm yn deall y camau ar ôl glywed ar yr esboniad cyntaf. Felly wrth ddefnyddio bodiau i'fyrn ayyb unes i weld prif odd arger bach fwy o gymorth.

Aeth pawb ati i weithio, unes i estedol gyda ambell i blentyn er mwyn rhoi cymorth.

Aeth y wes yn dda, unes pib unigolyn ymateb i'r poethi trwy ateb cwestiynau.

Gallaf gweld wrth asesu'r gwaith bod y dosbarth wedi deall coed ffactorau.

* Cysyniad anodd uwwaith eto ond disgyblion wedi ymateb yn dda.
Taflenni gwahaniaethol effeithlon.

Please note that the class mentor has written in green in this example

17th Jan

www:

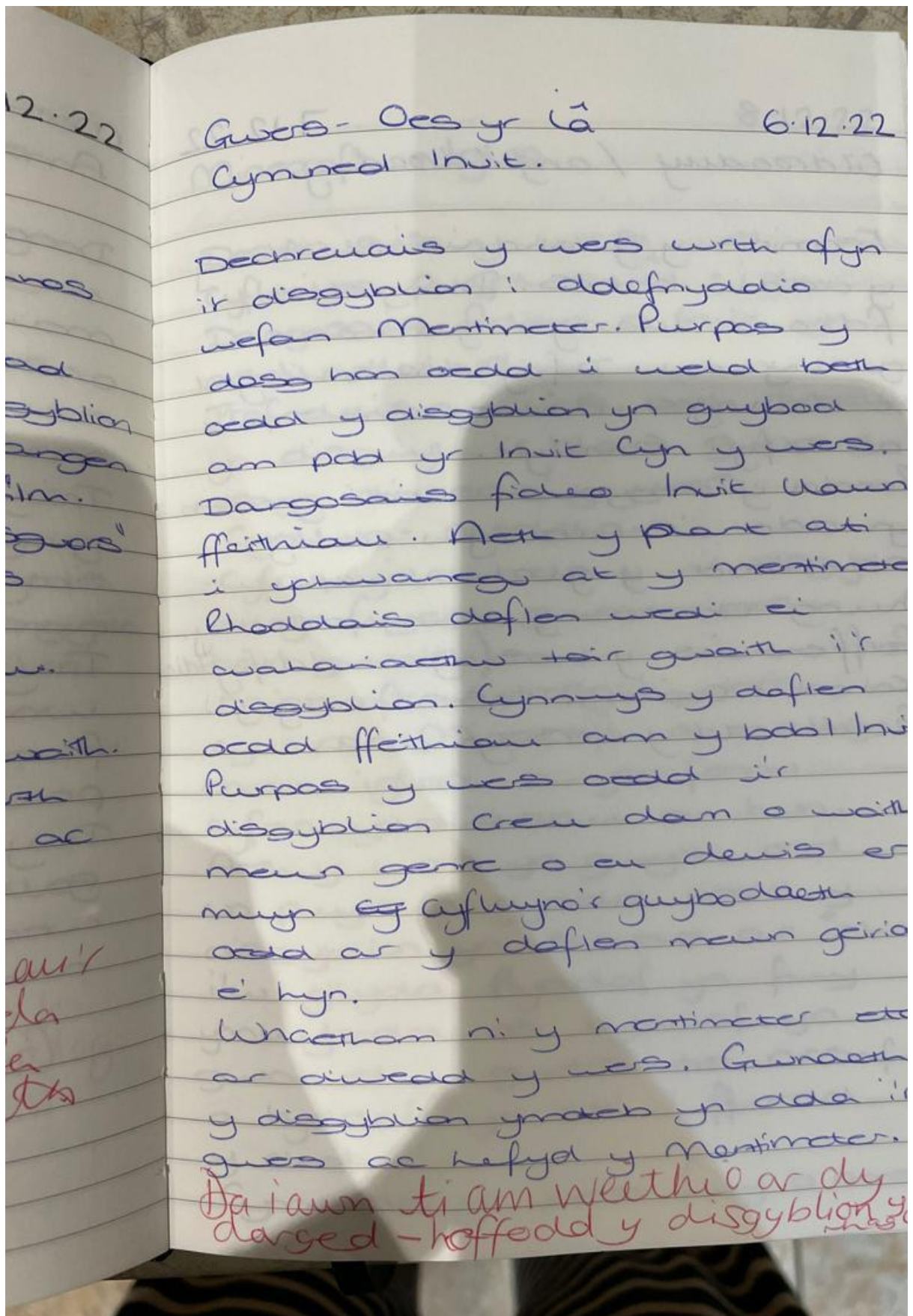
- I discussed the lesson arrangement with the adults in the classroom prior to the lesson to ensure that manageable groups were worked with.
- whole class intro confirmed understanding amongst learners and pupils were engaged / interested in visual examples.
- pupils progressed to higher level of worksheet, facilitated by staff.

ebi:

- possibility for extension activity for all pupils who finish. currently unsure of direction to take when pupils complete tasks at different times.
- could have completed 'WALT' ticks / signing if I had realised sooner.

Set target for improving feedback when marking.

Please note that the class mentor has written in red in this example



16th Jan

www:

- introduced 'BBC Live Lesson' to the class and provided phase teachers with the resources available.
- pupils were engaged and focused, providing good examples of work following the lesson.
- pupils engaged fully in science lesson in pm and although they initially felt unsure, the ongoing discussions were relevant and rich.

ebi:

- further time to use 'live lesson' resources was needed. This was out of our hands as it was dictated by the presenters of the live lesson.

The children were engaged because you kept them on task - this was a huge achievement due to the constraints you mentioned.

Please note that the class mentor has written in green in this example