

Target 1	. Check your referencing technique as you should; for example, include page refs with direct quotes.
Target 2	. Ensure that you analyse your proposal to identify any shortfalls or interventions you may face.
Target 3	. Proofread your work and use educational texts to model a more academic style of writing. You need to revise your use of the apostrophe as you are making errors almost every time you use it - please read my comments throughout your work.

Critically reflect on your pedagogical progress demonstrating through required elements of the Professional Learning Passport, identifying a specific area for development and justifying next steps for improvement.

Part 1

ECAD6008 – Part 1

Reflection on subject knowledge development (Tab 5)

DGB/SKD

Asset 1- DCF - J2e support

Due to the restrictions imposed by Covid-19 a large amount of my placement for my third-year placement took place online. Due to the placement taking place online I had to familiarise myself with programs that I had not used previously. Although I had previously seen the programs Just too easy (J2e) and DOJO I had not used them in an academic way to support learning. These changes were incredibly different from my previous placements, and I needed to evolve with these changes. **(Evaluation the impact in changes in practice)**

The school set me up with access to both systems and set me up as a teacher therefore, I could access the same as my class mentor. Once set up I sought advice from the class teacher on how the systems work and I was given a crash course on how to use them. As I had not used the programs before I decided that it would be a good idea to complete my own independent research and found the J2e user guide. **(Wider reading and research)** I read the guide and used YouTube tutorials to **Enable improvement**. I found that these user guides and videos benefited me and would also benefit the learners later in my practice. Due to my commitment to improving my personal knowledge of these programs I was then able to improve my own teaching practice and the way I presented live lessons. I continued to develop my skills and also pre-recorded videos of me using programs such as J2e present, I used these as a series of lessons to improve the pupils knowledge and DCF skills. **(Offering expertise)**.

I will in the future continue to develop my skills of platforms such as J2e and similar programs as I believe it will benefit me in my practice later on in my career.

<https://www.j2e.com/j2network/Admin/j2e+handbook+2015+v3.pdf/>

Asset 2 & 7 – Numeracy & Four purposes-Column addition & Money skills

During the second week of online learning, I decided to ask the pupils what they wanted to learn about (**Listening to learners**) by creating a survey on Microsoft forms. There were a few of the pupils who were very interested in sport and as the school is based in Swansea, they were big fans of the Swans. As I needed to do some work on Money and column addition, I decided to create a **blended learning experience** and make a Swans based maths store. I used images of the Swans real website of some of their products and told the pupils that we had been asked to create discounted bundles. The pupils then needed to add the prices of some of the products up to create a bundle price. I believe that this activity helped to create a **real-life authentic activity** as the pupils could need to do this in their future. As I have listened to the learners, I got a good reaction to the amount of work I got back, and I use the same idea of the activity to create another lesson later on.

This activity was based on creating Ambitious, capable learners who are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts and can explain the ideas and concepts they are learning about (**four purposes**). Making the activity that was based on something they were interested in helped keep the pupils interested and invested in the work. I believe that **developing this new technique** has helped me to further my own practice and I would be able to use this form of questioning the learners in my own practice later in my career.