

Name: Evie Lewis

Student number:2000893

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	Your literature review relied on the analysis made by others and you needed more literature sources to devise and support persuasive arguments.	I have used a variety of literature sources to either support the efficacy of my lesson or as a suggestion on how to improve my future practice.
Target 2	The conclusions you made were disconnected from your literature review.	I have connected my conclusion with the literature in my review.
Target 3	For your next assignment you must reflect on the effectiveness of your methodology.	N/A

Part 1: Professional Learning Passport

Bridging 2 Reflection

Meet

Tystiolaeth / Evidence	Adfyfyrio / Reflect
Prior to our online bridging session, myself and 3 other students met with our senior mentor to discuss different AFL strategies that the school use within different year groups. Our senior mentor gave us an information booklet on this to read in our own time. We were then able to select one of these strategies each, to test during our own lessons. Once we tested the strategy, we were to discuss it in our bridging session in pairs. I chose the schools AFL strategy for self and peer assessment.	The meeting to discuss different AFL strategies used in the school was useful to discover various AFL strategies. It enlightened me on new techniques that I was unaware of and was excited to try in my own lessons. I also found researching my chosen AFL strategy beneficial as I was able to gain a better understanding of why self and peer assessment is used in schools and the different ways that teachers and schools can benefit from the strategy to enhance pupils education.

Test

Tystiolaeth / Evidence	Adfyfyrio / Reflect
I chose to test and reflect on the self and peer assessment used in the primary school using sea creatures. The process involved the children choosing one of 8 sea creatures that all had their own meaning. For example, the sea snail may mean "I worked a little too slowly today". The children would choose one of these creatures stickers to be stuck under their work with an explanation of why they chose it for themselves or their peers' work.	I found this form of self and peer assessment incredibly beneficial for the children. It allowed them to feel confident in not saying something about themselves, but instead placing it onto the sea creature instead. Many children often thought they had not done well but would then smile after their peer assessed their work positively. I think it was a great form of assessment that made the process more enjoyable with less pressure on the children.

Share

Tystiolaeth / Evidence	Adfyfyrio / Reflect
This section of the process involved producing a presentation within our pairs to present to the network, during our bridging session. We described our chosen strategy's and discussed how we felt the testing process went. We also discussed how we think it could be improved if we were to use the strategy again in the future. Our colleagues within our network shared their reflections on their chosen strategies and the testing process.	I found this process of collaboration incredibly useful as it gave me an insight into many different AFL strategies used within other schools. I also found it beneficial to discuss my own choice of AFL strategy and reflection of the testing process. I would like to use the AFL strategy in my own future practice and I am hopeful that my explanation of the AFL strategy may benefit other trainee students in the future.

DGB/SKD

Rhifedd / Numeracy

Evidenced by an asset? ✓

The first asset attached is an image of notes that I made during one of the bitesize clips that I watched to develop my maths skills. I successfully used these skills when teaching online maths lessons with Year 5/6. The second asset is a screenshot from my interim report by my class mentor acknowledging that I have developed my maths abilities and ensured to research and plan my lessons carefully.

Cymhwysedd Digidol / Digital competence

Evidenced by an asset? ✓

The first attached asset is acknowledgment from my class mentor of my understanding and development in teaching online using various new platforms and doing so successfully. The second attached asset is an experience in which I attended an after-school meeting with the other students on placement with a member of staff. During the meeting, we were taught how to use the online platform (See-Saw) used by the school. We were then able to practice using the app which put us in great stead for teaching online.

Datblygu'r Gymraeg / Welsh Language Development

Evidenced by an asset? ✓

I have been improving my Welsh in my own time using Duolingo. I was advised to complete each topic to level 5 before moving on to the next as this will better my understanding. As shown in the image, I have completed all topics to level 5 before moving on to the next. As a result, my Welsh is improving greatly. The second asset encompasses of worksheets that I worked on during an after-school meeting. The meeting was for the staff to improve their own Welsh which I was glad to attend. The session allowed me to use my Welsh with a partner which developed my confidence in speaking Welsh.

Safonau/ Standards

Professional Experience Template 1: 'Safe Space' Lesson

Pedagogy Standard: Advancing: Blended learning

What did you do and why?

This lesson addressed one of my targets to promote the outdoors as a learning environment. This was during the fourth week of year 5/6 learning online at home and I wanted to produce a task that got the children outdoors, away from their screens. The lesson was one of six that I produced across the six AoLE's based on Anne Frank, focusing on Health & Well-Being. All of the tasks are uploaded onto the class app. They are available for the children whenever they choose and they can select what tasks that they would like to participate in. Earlier in the week the children read Anne Frank's diary entries and did their own research, producing a senses grid about The Secret Annex. To continue their learning, I asked the children to build their own 'safe space' outdoors (a den) and use a senses grid to write their own diary to describe where they were, what they were doing, how they were feeling etc. This also linked to the recent 'Children's Mental Health Week' as the children were able to discuss their feelings and potentially improve their well-being by being outside (Welsh Council for Outdoor Learning, 2018). The following day on the live-session a couple of the pupils showed their work and stated that they really enjoyed building their 'safe-space' (dens). Around 15 pupils participated in the task uploading photos of their 'safe space' and diary entries to See-Saw. The responses to tasks is usually between 10 to 35 pupils. This experience linked to my professional learning as I addressed one of my targets by employing a blend of teaching approaches.

What have you learned?

I have learnt about the different approaches that can be taken outside of the classroom to engage learners and the importance of outdoor learning to complement indoor lessons (Brodin, 2009; MacQuarrie, 2018). I have also learnt how to plan lessons using the pupil planning, national framework and pupil voice and felt that I was successful in doing so.

What next?

I will continue with my target to use the outdoors as a learning environment as I have learnt that the approach can have direct benefits on pupils' education, health and mental health whilst addressing many children's loss of connection with nature (King's College London, 2011). I intend to incorporate the use of various and appropriate environments to support the lesson context that are outside of the classroom such as, the school gymnasium, library or outdoor spaces to promote pupil engagement.

Professional Experience Template 2: Planning for Different Abilities

Pedagogy Standard: Refining: Differentiation

What did you do and why?

During PTE1, I began to understand the need to gauge pupils' abilities to appropriately differentiate work to support all learners. I did this through observation of pupils and communicating with the class teacher about my understanding and then checking my planned work was suitable for every learner. In respecting pupil's individuality, this can increase their knowledge, skills and motivate them to learn (Stavrou & Koutselini, 2016). I first gained an understanding of the pupils' abilities in order to set the appropriate level for each ability group, including either scaffolding or challenges to suit the learner to help them reach their full potential. I did this in various lessons e.g. Maths, English and Humanities. In foundation phase I produced differentiated lessons for 4 ability groups. In key stage 2 I produced differentiated work at three different levels of which the children chose an appropriate level for themselves. This experience addressed one of my targets during Block 1 of placement to stretch MAT pupils. I did this in gaining a better understanding of the pupils' abilities and provided extension tasks that got increasingly challenging. This experience links to the pedagogy professional standard.

What have you learned?

I have learnt about the importance of producing lessons and tasks that are suitable for each learner. This is to ensure that each individual learns as quickly and deeply as possible, acknowledging that each pupil's road map for learning is unique (Tomlinson, 2014). Over a short period of time I was able to quickly adapt my lessons around the different learning abilities and produce tasks suitable for every learner.

What next?

I intend to stay up to date with latest research about the best approaches of differentiation within my classroom to ensure that my lessons are as inclusive and effective as possible. I will continue to develop my understanding of the process of differentiation in the classroom e.g. how to place children into ability groups and how to stretch each pupil.

Professional Experience Template 3: Use of Pupil Voice in Planning to Engage the Learners in the Learning Process

Pedagogy Standard: Influencing: Listening to learners

What did you do and why?

The use of pupil voice in lesson planning is indicated to be transformational for teachers and pupils (Flutter, 2007).

For this experience, I produced cross curricular tasks for the children. I planned six different missions across the six AoLE's focusing on different aspects of WWII. The use of pupil voice in planning is suggested to offer teachers a deeper understanding of their pupils, and increase pupil engagement by involving them in decision-making with the genuine right to be heard (Margaret, 2011). Therefore, with the aim to engage the learners and involve them in the planning process, I planned lessons and created resources using the pupil planning and pupil voice whilst also following the national framework. I link this experience to pedagogy, innovation, professional learning and leadership.

What have you learned?

I have learnt about the importance of using pupil voice in my lesson planning, to create engaging resources and lessons. I found that the children enjoyed the task more when they knew they had had a say in how and what they learnt. During the process I also deepened my understanding of the framework and linking cross curricular activities.

What next?

I plan to continue using pupil voice, pupil planning and the national framework to ensure pupils are engaged and learning to the best of their ability. I also intend to stay up to date with the most effective way to involve pupils in planning their learning.

Part 2: Critical Reflection

Word Count: 2,143

Introduction

Justify your chosen aspect of practice and how it has been identified.

The chosen aspect for critical reflection in this essay is the blended learning (BL) experience from my Professional Learning Passport (PLP) that is outlined above. BL is referred to as becoming somewhat of a buzzword in education, yet its definition remains ill-defined (Graham, 2006). Despite the term having a range of definitions, the Welsh Government (2017) identify BL experiences as a range of teaching approaches where varied and appropriate environments are used for the benefit of the learner such as workshops, outdoors, the library and many more.

Most children's interaction with nature and the outdoors is suggested to happen through school (Price, 2019). Correspondingly, in the UK, teachers are being encouraged to increase the undertaking and support of outdoor learning to maximise children's outdoor opportunities (Hodgkinson, 2019; MacQuarrie, 2018; Nundy et al., 2009). As outlined above in part one, I addressed one of my targets set by my class mentor to promote the outdoors as a learning environment. I chose this experience of BL for critical reflection as I aim to develop a deeper understanding of the approach which is increasingly incorporated into many teachers practices' (Güzer, & Caner, 2014). I also believe it is essential to reflect upon my experience, and research the method to enable successful implementation of teaching outdoors as one approach for BL to enhance my future practice.

Critical Discussion of Chosen Aspect

Discuss different perspectives/debates that may exist around the chosen aspect dimension.

Taking learning outdoors and into the natural environment is suggested to provide an opportunity for integrated, cross-curricular approach for achieving educational aims and promoting positive behaviour (Fox & Avramidis, 2003; Marchant et al., 2019). This is supported by strong evidence that good quality learning outside of the classroom can add great value to classroom learning, as well as having clear links with positive health outcomes (The Department for Education and Skills, 2006; Quay et al., 2020). For example, previous research found that pupils who had experienced outdoor lessons achieved higher literacy scores than those who did not (Scott et al., 2013). Additionally, engagement levels have been found to increase within the classroom when the previous lesson that day had taken place outdoors (Suttie, 2018).

Outdoor learning can offer meaningful experiential learning with unique opportunities to be creative, noisy, take risks and take part in physical activity (Welsh Assembly Government,

2009). Although there is an abundance of literature on the positive impact that outdoor learning can have on pupils education, there is a paucity of research suggesting any weaknesses (MacQuarrie, 2018).

Children are indicated to need opportunities to be outdoors as outside is where many children want to be, allowing them freedom and reinforcing their emotional well-being (Welsh Council for Outdoor Learning, 2018). Correspondingly, physical and mental well-being are indicated to have a positive correlation with being outdoors and in 'greenspace' (Higgins, 2008). This has links with the new Welsh curriculum; Successful Futures as Health and Well-Being is one of the six areas of learning (Donaldson, 2015). Outdoor learning can address many of the aims within the curriculum such as promoting good health and well-being for having lifelong benefits (Welsh Government, 2017). Estyn supports this in recognizing that:

“High performing schools share a passion and vision for making sure that pupils have plenty of opportunities to be physically active and learn outdoors.”

(Estyn, cited in Wales Council for Outdoor Learning, 2018, p3).

Despite the numerous benefits of outdoor learning, COVID-19 has impacted education on all levels, as institutions have turned to online formats (Beery, 2020). As a result, many pupils have missed out on valuable outdoor learning experiences that support their education, mental health and active lifestyles (Institute for Outdoor Learning, 2020). To counteract this, it is essential that educators continue blending outdoor learning experiences into their practice (Quay et al., 2020).

The Woodland Trust (2015) has produced an outdoor learning pack which outlines the steps to enhance experiential learning outdoors. First hand experiences in the real physical world are indicated to be motivational, relevant and meaningful learning experiences for developing children (White, 2013). The guidance suggests starting with an introduction to the lesson indoors before moving to a hands-on activity outdoors. One example of a hands-on experience is building dens which links with the purpose of encouraging children to be enterprising, creative contributors within the New Welsh Curriculum (Donaldson, 2015). The Welsh Government (2014) has described building dens as an excellent starting point for a range of different activities outdoors. To make the building of a den more challenging, the pupils can be given specific materials and equipment to work with which is suggested to enhance the learning (Welsh Government, 2014). Involving natural materials such as branches or mud and focusing on the selected materials' properties can allow for the children to seek an understanding of their environment and cross subject boundaries (Quay et al., 2020). To

broaden the learning experience, it has been suggested to finish the lesson by asking the pupils 'how it went and why?' in order to reflect on and assess their own learning (Welsh Government, 2014). These guidelines link with the outdoor lesson plan in the BL experience described in part one. Agreeably, I believe that building a den captured the pupils attention and was a great starting point for the lesson. To improve this, I would suggest specific natural materials for the children to build their dens with and focus on the materials' properties to broaden their learning experience.

In addition to following suggested lesson planning guidelines, to ensure the benefits of the lesson outweigh any potential risks, purposeful and careful planning, resourcing and observation must take place (Olsen, Thompson & Hudson, 2011; Welsh Government, 2014). However, some risks can be seen as beneficial for learning as the outdoor environment offers a dynamic, flexible place that supports children to take manageable risks (Donaldson, 2015). One of the benefits of risk-taking in the outdoor environment is the potential for the children to develop their own confidence to cope with challenging situations, contributing to their well-being (WJEC, 2019). This can offer children an opportunity to develop their critical-thinking skills when decision making in terms of possible implications, including risks (Welsh Government, 2020). However, to minimize hazards and risk of injury, educators need to be able to identify, reduce and control hazards by following a risk assessment process (Parkin & Blades, 1998).

It follows that the risk of outdoor learning can impact teacher confidence in taking pupils outside of the classroom (Nundy et al., 2009). Teachers' confidence has been identified as one of the most prevalent barriers to provide successful outdoor learning experiences (Barrable et al., 2020). The Office for Standards in Education (Ofsted, 2004) found that the role and effectiveness of teaching outdoors varied based on the teachers confidence levels. To give teachers confidence to provide challenging activities outdoors, it is suggested that training is needed to understand the benefits of outdoor learning and the risks involved (Bell, 2004 cited in Nundy et al., 2009). However, making small improvements to practice, such as focusing on clearer aims and purpose for the lesson is indicated to increase teacher motivation and confidence to take further steps as, and when ready (Welsh Assembly Government, 2009). In line with previous research, my own lack of confidence and experience of outdoor teaching may have resulted in the task not being as challenging as it could have been. Furthermore, to improve the BL experience outlined in part one, to ensure the children's safety it would have been appropriate to have advised the children to carry out the activity with adequate supervision in a suitable learning environment.

The New Welsh Curriculum outlines that learners should experience authentic learning opportunities both indoors and outdoors, employing a blend of approaches including direct

teaching (Donaldson, 2015; Welsh Government, 2017). In other words, outdoor learning should have a time and a place in education and should be used to complement the regular classroom situation (Brodin, 2009; MacQuarrie, 2018). In view of this, learning outdoors must not be seen as just taking indoor activities, outdoors or letting children play outside (Welsh Assembly Government, 2009). It must be emphasized that what may be effective within a classroom, may not be as effective outside (MacQuarrie, 2018), as previous research has found that teachers taking 'normal' indoor practice outdoors, did not improve the pupils' learning (Maynard & Waters, 2007). Outdoor learning is indicated to require just as much thought, preparation and planning as lessons received indoors (Dyson & Casey, 2016; White 2013). Resulting from this, teachers have been advised to ensure that outdoor learning experiences are purposeful and productive, whilst complementing the indoor learning (MacQuarrie, 2018).

Furthermore, one of the implications of outdoor learning is teachers focusing on the activity with insufficient attention to lesson aims, purposes and the way in which the lesson contributes to pupil's learning (Bilton & Waters, 2017; Ofsted, 2004). To counteract this, it is suggested that teachers must plan their use of outdoor spaces explicitly and ensure that they understand, and reflect on the aims and purposes of outdoor learning (Bilton & Waters, 2017). Providing pupils with a clear purpose for their learning is indicated to successfully engage pupils (Hughes, Riccomini & Morris, 2019). As shown in the BL experience in part one, although the lesson provided a clear aim for the task, I now realise that the purpose of the lesson should have been more explicit, prompting more pupil's to engage with the task.

Although some argue that outdoor education is suggested to make a valuable contribution to the education of all pupils (Dyson & Casey 2016; Fox & Avramidis, 2003; Marchant et al., 2019), children are different in many ways and have variations of needs and this must also be considered in the planning of outdoor learning (Fiskum & Jacobsen, 2012). Ofsted (2004) support this in finding that not all pupil's benefit from outdoor learning experiences. Therefore, teachers must be inclusive of all children in their planning and teaching both indoors and outdoors. To facilitate the inclusion of all children, it has been recommended that teachers gather information to focus on their pupils' abilities, personalities and learning styles in their planning (Levy, 2008; Sugerman, 2001). As a result of getting to know and understanding the pupils, their learning experiences both indoors and outdoors can be enhanced (Fisette, 2010).

Conclusion

Justify specific actions you will take in future teaching experiences.

Reflecting upon my experience of BL, using the outdoors as a learning environment, I believe I was successful in producing a fun task for the pupils in my class that progressed their learning using senses grids and being physical outdoors which tied in with the New Welsh Curriculum area of learning; Health & Well-Being (Donaldson, 2015). In doing so, I addressed the target set by my class mentor to promote the outdoors as a learning environment and, as stated previously, the need for educators to blend outdoor learning experiences into online teaching practice for the upkeep of pupils physical activity and well-being (Institute for Outdoor Learning, 2020; Quay et al., 2020).

Reflection and applying theory to my practice has been invaluable as I have found a vast amount of previous research outlining how to improve outdoor learning experiences in my future practice. I will do so by providing clearer purposes to increase pupil engagement, encourage the pupils self-reflection of the lesson. Although I was unable to supervise the task in my experience, in future I will carry out a full risk assessment for all outdoor lessons to minimize hazards and risk of injury (Parkin & Blades, 1998).

Having researched outdoor learning as one example of BL, I now understand the importance of meaningful experiential learning outdoors, adding great value to classroom learning (Brodin, 2009; Welsh Assembly Government, 2009). My next steps to develop in the area of BL involving the outdoors, will firstly be to gain a deep understanding of pupils needs within my classroom to facilitate the inclusion of all children by focusing on individual abilities in my planning (Levy, 2008; Sugerman, 2001). Secondly, I aim to plan outdoor experiences purposefully for skill development with clear aims and purposes by following guidelines provided by others such as the Woodland trust (2015) and The Welsh Government (2014). Finally, I will identify ways in which first hand outdoor experiences can enhance children's learning, whilst complementing indoor lessons. I will do this by continuing to reflect on my practice and research within the area of outdoor learning (White, 2013). In taking these steps to continue my professional development of the outdoors as one environment for BL, I aim to improve my own confidence in teaching outdoors and in doing so, improve the efficacy of my outdoor lessons. I have already taken steps into developing my understanding of how to increase pupils' physical and mental well-being through the use of the outdoors as an environment for BL, having signed up for alternative experiences focusing on pupil's well-being, residential visits and how to use football for developing numeracy and literacy skills, all of which can be used to enhance outdoor education.

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