



PCET

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Professional Reflection

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I have to spend a total of six hours observing experienced teachers in the post-16 sector in order to complete this assignment. I also have to write a reflection on what I learned from the experience and how it relates to my own professional practice and needs for growth. It is my task to make sure that all of the observations are documented using the Teacher Observation Form and added to your assignment's appendices.

I need to reflect in order to improve my methods and learn from my past experiences, which is essential to my personal development. To do this, I have been utilizing Gibbs' reflective cycle. This writing technique has been beneficial for the organization of my reflection. The evidence-based Gibbs Reflective Cycle is a self-reflection tool that has assisted me in reviewing my experiences and providing me with fresh perspectives and ideas for improvement. It inspired me to consider all factors, both good and bad, and draw lessons from them. As a teacher, the cycle is beneficial because it provides a clear example of how to reflect on the lesson (Gibbs, 2022).

For my observational lessons, I have observed one further education (FE) lecturer and one higher education (HE). I have decided to observe two different educational settings, as these are the two settings I would potentially go into in the future. The HE setting was a group of 15 students, all male. The subject of this lesson was nutrition for year 13 students. Whereas in the FE setting, there was a larger group of 18 students, all male. The subject of this lesson was High Performance Coaching for year 3 university students.

The HE and FE lecturers used some effective teaching strategies. These strategies promote good teaching. The methods and procedures a teacher uses to assist students in learning are called teaching strategies. A teacher chooses the teaching strategy that best fits the students' present level of understanding, the subject being covered, and the students' place in the learning process (Structural Learning 2023).

The HE lecture used effective questioning by getting the students to recall what they learned from the previous lesson and also expand on their own answers or answer their own questions. The HE lecturer also rewarded good answers to encourage the students to answer again or to let them know they were doing well in the lessons. Arslan (2006) states in a study that the most effective tool a teacher can use to help students think is questioning. Every day, teachers pose hundreds of questions, the majority of which are focused on students recalling material from textbooks; very few questions demand more thought than that. Certain questions aim to clarify aspects of classroom protocol. Asking questions is inherently a two-way process. Not only do teachers pose questions, but students also participate in the process by providing their own answers.

At the end of the lesson, the HE lecturer used an online quiz to recap the lesson and encourage students cognitive understanding. This is another teaching strategy that he used during his lesson. This is an example of a strategy for classroom technology implementation called the SAMR framework. When used in conjunction with classroom technology, the SAMR Model can be particularly effective in creating a more seamless teaching and learning environment for both teachers and students (PowerSchool, 2021). Rothe, Pustowalow, and Winzker (2021) also agree with the usage of quizzes within a lesson by stating that quizzes allow for a form of "learning on demand" that is both entertaining and effective in getting students ready for exams.

During the HE lecture, he set ground rules at the start of the lesson to ensure that every student knew what the teacher expected of them throughout the year. The ground rules he sets are no swearing and no phones, which is very basic and is just giving mutual respect from student to teacher. Chamberlain (1992) states that in therapy groups, "ground rules" are a term and idea that are frequently used. It has been adopted by educators and promoted by educationalists as a means of improving student learning and classroom management.

HE lecturer had a vast range of knowledge on the subject that allowed him to answer any questions that were asked by the students, and he could also expand on the answers to clarify any gray areas within the topic. A prior study brought to light by Childs and McNicholl (2007) shows the belief held by secondary science teachers that they encountered major challenges to their pedagogical practice when teaching in areas of the curriculum outside of their area of expertise. Being able to provide relevant and useful science teaching explanations in the classroom was one of the main issues mentioned by the teachers. This is an important concern for teacher educators because the core of what science teachers do is talk in order to explain science.

During the observation of the HE lecturer, I noticed that he had a good relationship with the students, as he knew who was comfortable answering questions when called upon, and he was able to maintain professionalism in the classroom while also displaying a certain amount of banta. Kaufman (2023) agrees that a good relationship with students is important by stating that success requires strong relationships between students. Students are more likely to participate in their education and perform better academically when they feel supported. Also, there is a decrease in behavioral issues among students who engage well with their teachers. In uncertain times, like the current coronavirus pandemic, these relationships are more crucial than ever, but they are also more challenging.

Moving onto the FE lecture, he also used some teaching strategies, such as the use of video within the lesson. These videos were to give a clear demonstration of the activity for any visual learners in the class. A study by Brame (2016) states that, with their significant role in content delivery in blended and online learning environments, instructional videos have grown in importance within the higher education sector. Instructors who take into account three factors will find that using videos as a teaching tool is more effective: controlling the

cognitive load of the video, optimising student engagement, and encouraging active learning from the video.

While in the FE lecture, he used a PowerPoint presentation as a clear way to show the whole class the task and goals for the lesson and to develop the cognitive learning skills of the class. This then helps visual learners in the classroom. Hashemi (2012) stated that in the classroom, PowerPoint can be a useful tool for presenting content and promoting student learning. PowerPoint can be used to project images that would be challenging to bring to class otherwise.

The FE lecturer had the students peer review their work for better collaborative learning and challenge each other to improve. Peer review, or assessment, helps students become better writers, readers, and collaborators, which can enhance learning overall. Students' evaluation and assessment skills are also developed through a well-designed peer review program (*Center for Teaching Innovation, 2023*).

Similarly to the HE lecturer, the FE lecturer also used videos in his lessons. This was used to try and give the learners a different opinion on the topic. A question was asked before and after the video to see if the video had changed any opinions of the students in the classroom. According to Fyfield et al. (2019), enhancing video design, looking into platforms and technologies that boost student engagement, and creating pedagogical strategies that fully utilise the affordances of videos are the three main areas of research into educational videos.

While observing the FE lecture, the lecturer set some goals for the year to come. This gave the students a clear example of what the lecturer expects from them. It has long been known that teachers who use goals can improve their students' academic progress (Fuchs et al., 1985).

At the end of the FE lecture, he gave out a task to be completed by next week. This gets the students thinking about the work throughout the week and also gives them the responsibility to complete the task. The results of the study by Batterson (2009) showed that while homework had some psychological effects on students' learning and interfered with their ability to manage their free time, it still helped and supported their learning. Students' academic achievement increased, their learning skills were developed, and they were able to acquire knowledge. Additionally, it encouraged students to work cooperatively and to communicate with teachers to clarify assignments.

The FE lecture promoted a positive mindset throughout the lecture through the use of videos or motivational quotes, and he also used some encouraging words himself. According to Kern and Wehmeyer (2021), promoting positivity in the classroom increases growth mindset, resilience, mental toughness, and coaching, as examples.

From observing both the FE and HE lectures, here are some things that I believed to be good points that would be useful to take into my own lessons. One point I would take from the observations is the use of videos in my lessons to be able to give clear demonstrations or to use the video to give the students a different look at the topic to see if their opinion changes after the video than before the video. This will also help with engagement, as it is a different way of relaying information to students than reading from a board.

Another point I would take from these observations would be the use of quizzes. Quizzes are a good way to recap the lesson and give the students some cognitive understanding. This will also help with student engagement, as it is changing the approach of the lesson from being on the big screen to allowing the students to use their own devices. Long- and short-term cognitive development is the ongoing creation of new knowledge through the integration, differentiation, and fusion of behaviors, facts, ideas, and connections regarding

the physical and social world using culturally defined methods (Fischer & Immordino-Yang, 2002).

The use of questioning is something I would definitely incorporate into my lessons, as it is a great way to keep engagement from the students and to get them involved with the lesson. But the use of direct questioning would take some time to incorporate, as I would need to build a relationship with the student first to know who is comfortable answering questions and who is not as confident.

Building these relationships is another point I would like to incorporate into my lessons, as it would allow me to learn about the students, how they learn, and what styles of teaching they prefer. The FE lecturer was a facilitator, and the HE lecturer was a delegator. Burton (2023) states that a facilitator promotes inquiry-based learning rather than one-sided lectures. Asking questions and debating real-world case studies help students learn. Other exercises could be intended to strengthen problem-solving abilities and facilitate a deeper comprehension of the material through real-world scenarios. Burton (2023) also states that the delegator style, frequently referred to as the group style, is the most student-centered teaching method available. The students are the ones working in this situation; the teacher's role is only that of an observer. In the delegator style, the majority of learning occurs through frequent peer-to-peer collaboration and discussion. The instructor just serves as a facilitator for the discussions, effectively removing them from positions of authority.

Ground rules are a big point for me to bring into my lessons, as this gives the students a clear example of what I expect from them as their teacher. This also shows respect from the students for sticking to these rules, but if they do not stick to these rules, I would give out strikes. Once a student receives three strikes, they receive a punishment.

One point that stood out to me from both lectures while observing was that their knowledge of their subjects was vast and beyond what was needed for the lesson; you could tell that they were subject matter experts (SMEs). Subject matter experts (SMEs) are sought after by businesses due to their exceptional proficiency in addressing particular issues or difficulties. These experts can improve an organization's production or communication processes and be a great asset (*Subject Matter Expert*, 2023).

To conclude, the good points that I gathered from observing each of the HE and FE lectures were using multiple teaching strategies within my lessons, such as questioning and using videos. Also, using a teaching style that is more student centred as both of these lecturers used a more student centred approach.

Another point I thought was good to make was the vast knowledge of both lecturers. This allows the students to ask more questions and also gives them extra information that is not necessary but is useful to students interested in the subject.

Building relationships with the students was something else I would look to incorporate into my lessons, but this would then take time to do as you cannot create relationships overnight. This would help me know how the students like to learn and what the best way to teach them is.

Action Plan

Objectives	Task (What you need to do to achieve your objectives?)	Success Criteria (How you can identify success)	Time Frame (By when you need to achieve the task.)	Resources (what resources you need for each task?)	Professional Standards
Use Q and A in lesson	Use open and closed questions, plus ask for expansion on the answers	Students being more confident when answering questions	May 2024	Questionnaires	Enable learners to share responsibility for their own learning and assessments.
Differentiation	Always have a contingency plan for each task	Seeing improvements by students in class	May 2024	Technology and differentiation example tasks	Value and promote diversity, equality of opportunity, and inclusion.
Videos	Show educational videos in lesson	Students have a better understanding of the work	May 2024	YouTube	Maintaining upto date knowledge of my subject and how best to teach and assess
Teaching styles	Create a personal pedagogy	Using different styles and reflecting on which one worked the best	May 2024	Technology and Lesson Plans	Plan and deliver effective learning, teaching, and assessments.
Use of formal and informal vocabulary	Create a good relationship with the students	Having more conversations with students	May 2024	N/A	Build positive and collaborative relationships
Use of welsh in the lesson	Having Welsh options of the work	More Welsh spoken in the lesson	May 2024	Bilingual resources	Understand the importance of the Welsh culture

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Appendix

Teacher Observation Form 1

Teacher	Steve Williams
Date	22/08/2023
Group	Year 13
Topic/Context	Nutrition and Fitness Testing (2 hours)
Notes on the lesson:	
Questioning- gets the students to answer and expand on their answers Very knowledgeable Rewards good answers and participation Work sheet that leads into the rest of the lesson and works on their prior knowledge Clear intructioning Knows his group- direct questioning Has respect from the students It gets the students looking at the bigger picture, not just what works for them It gets students involved if they havent answered a question yet Good relationships with students does not put learners down when their answer isnt quite right Change in voice tone Examples for sport specific scenarios (different sports) Has an update sheet for students to know where to hold information Ground Rules for lesson - No Phones, No Swearing, get marks It gets students to explain why they've done things Used quiz as a recap It helps anyone unfamiliar with the technology	
What I have learned:	
Ensure wider knowledge on the subject Always encourage learners whenanswering questions Ground rules are important Worksheets for students to get active early on in the lesson Get all learners involved Knowledge of technology is key	
Targets to improve my own practice (mapped to professional standards):	
Ground rules (no phone, no swearing) Maintain upto date with my knowledge Encourage learners when answering questions Give wider range of examples to include all participants in the room	

Teacher Observation Form 2

Teacher	Martyn Bowls
Date	02/09/2023
Group	Year 2 (Level 5)
Topic/Context	Advanced Sports Coaching (2 hours)
Notes on the lesson:	
Explaining and talking clearly Gives alternative solutions for a variety of students Clear goals set Uses clear examples that are easy to understand and are also available for students Real world scenarios Power Point is clear and easy to understand Shows knowledge of different sports Clear on what his roles and responsibilities are as their teacher (Help with coaching, not help with canva) Good use of video is clear and relevant Promotes positive mindset and togetherness It gets students to do work individually and then share with a partner Challenges students and gets them to peer review Clear guide lines Preparing the students to be professional Clear Expectations of standards Set homework to get them thinking throughout the week	
What I have learned:	
alternative solutions for the variety of students; this will engage all students A clear description of his role Clear guide lines for 0 confusion Set homework to get them thinking throughout the week Real world scenarios to show how what the students are learning will come into the real world Preparing them for life after college	
Targets to improve my own practice (mapped to professional standards):	
Real worl examples Maintain upto date knowledge Encourage learners when answering questions Give wider range of examples to include all participants in the room	

Teacher Observation Form 3

Teacher	Martyn Bowls
Date	06/09/23
Group	Year 3
Topic/Context	High Performance Coaching (2 hours)
Notes on the lesson:	
Outline of the module Note the difference between the module from last year Gives good and clear examples to make it easy to understand Good relationships with students Makes the work personal to the student Makes key words stand out and gets the students focusing on them Gives his personal opinion as an example It also gives other examples to engage all students, not just sport specific students Questions the group Individual task to get individual opinions from the students Gives extra tasks if anyone wants an extra challenge Praises good answers and follows up with another question to expand on their answer Shows video to give a professional look at the High Performance Coaching Ask the same question again after the video to see if there are any changes in thought Referring back to the video Gives a break Gives a research task Open question to let the students answer it themselves Asks for practical examples It shows how high performance isnt just at the elite level; it can be at other levels as well Gives home work to keep the students thinking throughout the week	
What I have learned:	
Ask a question before and after showing a video to see if any change has happened Gives extra work for any fast workers to keep engagement Lets students answer own questions Gives professional examples The group is asked different questions depending on their sport Follows up on questions to get an expansion	
Targets to improve my own practice (mapped to professional standards):	
Maintain upto date knowledge Encourage learners when answering questions Give wider range of examples to include all participants in the room	