

Action Plan for Continuing Professional Development – UK Professional Standards Framework (UKPSF)

Areas of Activity

Area of Activity	Examples where Standard has been met (What did you do?)
A1 Design and plan learning activities and/or programmes of study	On my placement I designed and planned the fourteen lessons required by the PTE plus at least five other lessons. I also designed and planned two microteach lesson for the PGCE PCET course. The lessons took various formats including practical life drawing lessons, a presentation followed by learner tasks, technical demonstrations, informal individual and group tutorials and formal group critiques. For my CTLA module (M6X02270) I designed a ten-week scheme of work called 'The Artist Book'. I would like to have carried this out but it was not possible on my placement. I did, however, use parts of it in my planning for a later joint-teaching activity about artist books (K1).
Provide a <u>REFLECTIVE</u> account of the impact that your activities had on learning, teaching and learners, including <u>integration</u> of the <u>Core Knowledge you utilised</u> and which <u>Professional Values you applied</u> in whatever you did.	Future Aims and Goals

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For my designing and planning of group tutorials and critiques – I delivered at least five - I purchased and repeatedly returned to a Q-Art publication recommended by my mentor called 'Art Crits: 20 Questions' (K1, V3). It describes a number of different methods for facilitating group tutorials and critiques at different levels. This allowed me to experiment with a variety of methods (K2) and to gauge the difference in learner engagement for each method (K4, K3).

I incorporated cross-cutting themes into my planning where appropriate. On the CertHE ADF these are usually professionalism and sustainability (V4). Professionalism and employability are good cross-cutting themes to plan into group tutorials and critiques as these lesson formats give learners practice in verbally articulating their work to a group, active listening and the formulation of thoughtful questions. In a day's collaborative activity with a cohort of UWTSD Business degree students, the CertHE ADF students were able to showcase their public speaking skills and this served as evidence both to students and staff of the value of the group tutorial/critique lesson format that they so frequently engage in. Their confidence in public speaking far outweighed that of the more senior business students. I was already convinced of the benefit of the general group tutorial/critique lesson format but this experience corroborated my belief (A5, K3, K5, K4).

With a deaf student on the course I became accustomed to factoring his needs into my lesson plans along with the usual considerations such as student welfare and health and safety. The deaf student lip reads so his position in the classroom in relation to the teacher and the layout of the class were important (V1, V2).

It was also necessary to factor the emotional welfare of learners into my lesson plans; especially my group tutorials and critiques, as learners would be required to discuss their artwork which in turn might deal with issues that are deeply personal to them (V1, V4).

I feel that I spent too much time researching, designing and planning my lessons, too much time trying to perfect them. Because of the time and energy invested in my lesson plans I relied too heavily on them when using them to teach. Throughout my placement I struggled with the balance between intricate planning and being able to step away from the lesson plan during the lesson plan to teach and think 'in the moment'. My instinct is to overly-plan but I found that the lessons where I planned less and especially lessons where I wasn't given time to plan, my lessons were more fun, more engaging and I enjoyed them more. However, in these unplanned lessons, I was already reasonably confident in the subject matter. Although I my research had showed my the benefits of 'lean lesson planning' I found it extremely difficult to streamline and simplify. Even at the end of my placement I over-complicated a lesson that was formally observed by my mentor and the complexity affected my ability to keep the energy levels of the lesson up.

I still have more work to do on streamlining my lessons and avoiding making them overly detailed and complex. I do this due to a lack of confidence. However, I have seen how my teaching and demeanor changes when I can move away from the lesson plan, improvise and be more 'in the moment' with the students. When this happens I feel much more engaged with the students and I have more energy (K1, K3, K5, V3).

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Area of Activity	Examples where Standard has been met (What did you do?)
A2. Teach and/or support learning	On my placement I taught the fourteen lessons required by the PTE plus at least five other lessons. I also taught two microteach lessons for the PGCE PCET course. Six of my lessons were formally observed and evaluated. As well as lessons, I gave many one-to-one tutorials to students, especially those in the Fine Art specialism. Throughout my placement I did not just turn up for my allocated lessons. This is evidenced in my teaching hours record. That is not how it works in Art & Design. When not teaching or planning lessons or tutorials I spent a great deal of time talking to individual students on an ad hoc basis about the progress of their work, asking them questions to help them to articulate their thinking. This could be considered as supporting learning. I reflected on and self-evaluated all my teaching experience.
Provide a <u>REFLECTIVE</u> account of the impact that your activities had on learning, teaching and learners, including <u>integration</u> of the <u>Core Knowledge you utilised</u> and which <u>Professional Values you applied</u> in whatever you did.	Future Aims and Goals
For my lesson on artist books and my lesson on exhibition display possibilities I began by using a powerpoint presentation to present a variety of artworks (K4) to inspire learners whose interests span a broad range of art & design disciplines (V1, V2, V4) including Fashion and Textiles, Photography, Product Design and my own specialism, Fine Art. For the artist book lesson the learners were also provided with a table full of artist books to explore by hand, again catering for diverse learning styles (K3). The idea of providing a table of artist books for students to handle was a good one. I witnessed their curiosity in exploring the books manually whereas just viewing excellent artist books via powerpoint seemed less engaging. With regard to the impact that my activities had on my teaching and support of learning I have limited evidence to go on and most is informal. I was given voluntary feedback by a life model after a day's session of teaching. She commented very positively on my engagement of the students and on my instruction. After the same lesson a Polish student voluntarily told me that he liked my teaching because he could understand me and that he felt as if he was learning something. In my life drawing lessons I was able to give feedback to learners throughout the lesson and by doing this I was able to witness moments of realisation when students 'got' what I was asking for. I also witnessed pride in some students in the drawings they had made in my life drawing classes. After my lesson on capturing the movement of the figure, a student stayed behind afterwards, asking for more feedback on his work and showing a desire to master the techniques I had taught (K5). After each teaching activity I engaged in reflective practice and wrote self-evaluations. I found this practice to be of great benefit to my learning and used the evaluations in the planning of subsequent lessons. I also used them in my mentor meetings to discuss with my mentor key issues that had cropped up during my teaching. During the teaching of one lesson I	Remember to support multiple learning styles as much as possible. Continue to research issues with student behaviour as they arrive. Research leads to better understanding, the discovery of tried and tested methods of dealing with the situation and self-awareness. Psychology is a field that I am interested in so I find research into human behaviour of great interest. A future goal is to maintain research into student learning and behaviour alongside teaching. Continue to engage in reflective practice via self-evaluation post lesson. Set up action learning group with staff to discuss and action issues as a team rather than as an individual (see my essay on reflective practice which forms part of the PTE).

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became concerned about a particular student and his seeming lack of motivation(V1, V2, K3, K4). He had mentioned his lack of motivation previously in a group situation but seemed quite unconcerned about it. However, in a group tutorial or critique lesson format all students are required to contribute to discussion and their contribution is expected to grow as they become more confident. They are even assessed on their contribution. However this particular student, although usually present and apparently very relaxed, wouldn't contribute voluntarily. I discussed it with my mentor and researched motivation issues generally. I became interested in the general behaviour of the student who, when addressed, would always say what he thought that the teacher wanted to hear. He seemed to want to just fly under the radar. I did not get to the heart of this problem but I did plan some techniques into lessons to try to encourage the student to involve himself more. One of these was to warn the student prior to the lesson that I would be bringing him into the discussion more. Another was to use the 'pounce and bounce' strategy where instead of asking the student a question directly I would ask him to respond to something that one of his peers had just said. His responses showed that he had been listening which is a positive thing but he would again try to appear bland and avoid fully engaging in discussion. My attempts were subtle and as far as I know I didn't draw attention. Perhaps over a longer period of time and with more sustained nudging the student would have engaged more. In summary my lesson evaluations and my research (V3) were essential in allowing me to explore the issues surrounding this student further, even though I did not ultimately find a solution to the problem. It is very time consuming focussing on an individual and I didn't witness any of the teaching staff on my placement considering any of the students in much depth. This is very likely due to the sad fact that their hours have all been severely cut to about 2 days a week and they simply don't have the time or motivation.	
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Area of Activity	Examples where Standard has been met (What did you do?)
A3. Assess and give feedback	I was not given the opportunity to formally take place in assessment of students. The course director did not think it was appropriate as I was not staff. However, I informally attempted to apply UWTSD's generic assessment framework to the group critique situation and to 5 student essays passed to me by various teaching staff (K2). I was not able to provide feedback to students on these informal assessment attempts. During my life drawing lessons I continually assessed students' progressed and gave pointers and feedback to individuals throughout the class. For my group tutorial and group critique lessons I gave feedback to the group as a whole at the end of the lesson as part of my lesson conclusion (K2).
Provide a REFLECTIVE account of the impact that your activities had on learning, teaching and learners, including <u>integration</u> of the <u>Core Knowledge you utilised</u> and which <u>Professional Values you applied</u> in whatever you did.	Future Aims and Goals

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The CertHE ADF uses UWTSD's generic assessment criteria framework. I used these assessment criteria on two occasions although not officially. I first used the criteria to attempt to assess a group of students according to their performance in a group critique. During the critique I made notes but still struggled to place students' performance within the framework. The framework felt mismatched to the activity. More recently I have been using the same assessment criteria to mark essays. Each essay has to be marked by two members of staff on the grounds of fairness. Their marks are then averaged. It was not deemed appropriate for me to be a second marker so I am marking informally and have marked five so far. It is getting easier and quicker with each essay that I mark. I have been able to discuss some of my marks with the course director and have found that I am on the right track. However, there is still some mismatch between essay marking and the available criteria. Courses are allowed to drop some of the criteria for particular modules if they feel that the criteria are irrelevant. However, my course director feels that having a different set of criteria for each module would complicate things. I think it is important that staff come to an agreement on the meaning of individual criteria before marking because there is scope for multiple understandings.

Life drawing

I was able to deploy on-the hoof assessment during my life drawing lessons. This involved walking around the room observing the progress of individual students. This allowed me to work out who had understood my instructions and who hadn't. I started off some of these lessons in a behaviourist style, teaching one technique at a time, building on each as we went along. After teaching all the techniques and ensuring that I had brought all the learners along with me I was able to move to a more constructivist style of teaching where learners were free to draw the model using the techniques and adding their own or just using other techniques. At the end of these life drawing classes we have a show and tell session where students choose some of their drawings and lay them out on the floor for feedback from peers and staff. This was a great opportunity to assess how far learners had come throughout the lesson and for learners to compare their own learning with their peers, perhaps gaining clarification about an aspect of the teaching. When repeated over time these formative assessment strategies can give the teacher a good idea about the progression of individuals as well as helping teachers identify students who might benefit from an alternative teaching style. I found that using the work of one student to demonstrate to the others what I meant by an aspect of my teaching was beneficial in that it gave the selected student (the deaf student in this case) a confidence boost, it corroborated my explanation and introduced the possibility of peer teaching into the lesson rather than just teacher-student.

In my exhibition display possibilities lesson I gave a powerpoint presentation to get learners thinking about exhibition display from the perspective of the viewer. Each slide showed an artwork being displayed. I tried to find examples of as

Gain opportunities for formal assessment and feedback provision (K2).

Work on finding balance between challenging students and encouraging them (K2, K3, V3).

Repeat the format of the exhibition display lesson as it seemed to work very well. It had an immediate practical purpose as students were soon to exhibit their work. Its high relevance created high levels of motivation and engagement. (K2, K3, K4, K5, V4)

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many different display mechanisms a possible. For each one I talked as if I was the viewer approaching it and occasionally asked learners questions to assess (K1) whether they were also getting into the mindset of the viewer. I then set learners the task of making a diagram of their artwork in the context in which they hoped to display it in the final exhibition. The diagram was to show how the viewer would approach and perceive the work. While they were working on their drawings I walked around assessing understanding and giving pointers. When learners had finished they were asked to pin their drawings to a wall for all to see. This was useful to them and to myself as the teacher in order to assess understanding and engagement. Later I noticed that some learners had annotated their drawings further, having picked up some good ideas from the drawings of others. I felt that this was a successful learning exercise and a good opportunity for assessment.	
Area of Activity	Examples where Standard has been met (What did you do?)
A4. Develop effective learning environments and approaches to student support and guidance	Life drawing lessons – arranging easels and position of model so that students have enough space to draw comfortably and are close to model and I have enough room to walk behind easels and provide feedback. Taking deaf student into account in lesson planning Group tutorials and critiques e.g. 11/02/2019 and 19/03/2019. Use of group table vs no table. Consideration of where learners are at with their projects before deciding on appropriate method for lesson (K2, K3, K5). Environment in which learners are safe to share thoughts. Brief students on critique etiquette as part of lesson plan including ethical behaviour towards peers and teacher.
Provide a <u>REFLECTIVE</u> account of the impact that your activities had on learning, teaching and learners, including <u>integration</u> of the <u>Core Knowledge you utilised</u> and which <u>Professional Values you applied</u> in whatever you did.	
<u>Life drawing lessons</u> In the first life drawing lesson that I taught I didn't put enough thought into the layout of the class. The space provided for life drawing was, in fact, too small and unsuitable. I was not able to easily walk behind the students to see what they had	Focus on the layout of the class for the benefit of the students and for myself as a teacher to allow continuous assessment

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drawn on their easels and so wasn't able to adequately assess their understanding or progress(K3, K5). The learners themselves also didn't have enough room to step back from their work. Furthermore, I did not spend enough time at the beginning ensuring that the learners were suitably positioned in relation to their easel and model. I felt negligent for not having sorted these things out in the beginning. Despite these shortfalls in my planning I gained some very positive feedback from the model and students. However, for the next life drawing lesson I planned I made sure that all these learning environment issues were addressed before beginning. Everything ran a lot easier, individual learners were much more comfortable (V1), had more space to move and I was able to continuously walk behind the easels to assess the understanding of learners and provide feedback.

Group tutorials and critiques

In an early group tutorial, I sat at a table with a group of about ten learners. The table had not been cleared down and the mess was distracting. From then on I ensured that students cleared down the group table before any lessons, group tutorials or critiques.

In another group tutorial I felt I asked too much of the learners in terms of sharing with the group their progress on a project. It was early in the project and many of them had not made much progress. The learners' lack of contribution and ability to talk about their progress was a bit surprising to me. However, in my planning I had focussed more on the structure of the lesson than on the current situation of the students. It is important to challenge learners and my high expectations might have helped to engage some of the learners but in future I will make a point of considering where exactly the learners are in terms of the work that is to be discussed.

In group tutorials and critiques learners are required to talk about their work and answer questions about it. Some of the topics that individuals deal with are very personal to them, for example mental health, family, sexuality, gender. It is essential that they feel sufficiently comfortable to be able to fulfill this requirement. The feedback from my mentor shows that I was able to create such an environment. I began each group session, whether an informal tutorial or formal critique, reminding learners of the need to be respectful of their peers and reminding them of the purpose of the activity. I witnessed a few occasions where learners became upset – both in my own lessons and my mentor's lessons. It was a great opportunity to watch how my mentor dealt with a student getting upset and walking out of her lesson. She just let her go and gave her time to regroup. She carried on with the lesson as if nothing had happened. The way my mentor handled it meant that the lesson was not disrupted for the remaining students. The upset learner had time to gather herself together and returned in her own time. The same happened in one of my own lessons. My mentor was present. I took the opportunity to handle the situation in the same way as my mentor and it worked (V3). Later the student kindly came up to me to tell me that the reason she got upset and left was nothing to do with my teaching but just due to anxiety about talking publicly. Whenever I felt that a student might be struggling with a personal issue I raised it with staff to ascertain whether there was a known issue(V1, V2).

and feedback regarding learners' understanding and progress.

Ensure space is clutter-free to avoid distraction (V4, K3).

During lesson planning, consider current situation of learners in terms of the time that they have had to work on a project (K2).

Ensure I am provided with background information on students so that I am fully informed of any health and welfare issues that I need to consider. I was not able to get this information formally from staff and had to find it out from the students themselves or on an ad hoc basis when staff felt I needed to know. (V1, V2)

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Area of Activity	Examples where Standard has been met (What did you do?)
A5. Engage in continuing professional developments in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	Preparing lessons in subjects where my subject knowledge is not at its deepest e.g. Artist books, Mono-printing, free-writing, life drawing methods, writing artist statements. Required research sufficient to bring my knowledge up to an appropriate level(K1). Writing essays for the PGCE PCET which required wide research around topical issues and trends in PCET, specifically Higher Education (V3, V4). I observed, reflected on and evaluated twelve lessons involving five different staff members. I also observed and evaluated an interviewing session being run by two staff members for potential new students (V3, K5). I engaged in reflective practice and created lesson evaluations for all my own lessons undertaken on the placement(K5). Six of my lessons were formally observed either by my mentor or by the course director(K6). I engaged my mentor in discussion surrounding my teaching practice and issues involving student learning, motivation lesson evaluations. I brought concerns to her about student learning and motivation as well as about my own teaching. My mentor was part time but we had five mentor meetings (K5, K6, K2, K3). I asked students for feedback on my teaching at the end of my final observed lesson (artist statement lesson) (K6).
	Future Aims and Goals

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Provide a <u>REFLECTIVE</u> account of the impact that your activities had on learning, teaching and learners, including <u>integration</u> of the <u>Core Knowledge you utilised</u> and which <u>Professional Values you applied</u> in whatever you did.	
The CIPR module(M6X02271) and the Coaching and Mentoring module (M6X02275) together with the Critical evaluation of Reflective Practice essay, which forms part of my PDP, were of particular use to my professional practice as the research I undertook for these modules gave me new perspectives on PCET and Higher Education in particular(V4). In the CIPR module I researched three interesting areas:- the effect of eBacc on the study of creative subjects in PCET, the seeming unfairness of the essential criteria specified in job descriptions for Fine Art lecturers by HE Fine Art departments and the implications for HE Fine Art education, in particular the CertHE Art & Design Foundation course that I am doing my placement on, of the current focus on employability. My essay on 'reflective practice' gave me an insight into the role that the government plays in Higher Education policy regarding quality and excellence (K6). Although I have not yet used the knowledge gained from this research in my teaching it has helped me to better understand the working environment and the politics that are shaping the development of HE. It has also helped me to be able to relate on a more even footing with teaching staff. However, on a slightly less positive note my research has revealed a darker side to education today, especially regarding higher education and the pressure it is under from government via rankings systems to conform to the highest standards of 'quality and excellence'. My last observed lesson was about writing an artist statement. I took a lot of risks in this lesson. At the end I asked for verbal feedback from the students about my teaching, about the lesson, asking them to suggest how I might have made it better, what worked and what didn't. Most students were reluctant to comment as I don't think they are used to being consulted on this kind of thing and they might not have wanted to embarrass me. One student, however, commented that one of the tasks I arranged was particularly useful. The task involved students pairing up and interviewing each other about their work using a set of questions that I had pre-prepared. The interviewing student would then have to feed back to the group a summary of what the interviewee's work was about. The student who commented felt that it was very useful hearing someone else describing her work. This positive feedback made me feel very pleased that something that I had designed from scratch had had a positive impact. My mentor's feedback showed that my lesson plan was too complex and that it could have been simplified and that my energy levels and confidence suffered a little due to the complexity. So this one	Continue to research current issues central to teaching, learning, PCET and Higher Education. This knowledge is central to CPD (V3, V4, K3, K6). Gain feedback from learners on my teaching and on the lessons I deliver. Do this verbally or using feedback forms but give learners an opportunity to shape their lessons and learning(V1, K2, K3, K4, K5, K6, V2, V3).

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piece of voluntary positive feedback from a good student was very welcome. I would make it a habit in future, of finishing each lesson by getting verbal feedback from learners as a group. I could experiment with different ways of doing this. For example, after the PGCE PCET microteach lessons, the student-teacher would exit the room while the 'students' would work together for 5 mins to agree on suitable feedback. I did, however, find multiple problems with this approach. Although making the teacher very vulnerable to start with, over time learners would hopefully feel more responsibility for the success of lessons because of their opportunity to shape them.	
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Dimensions of the Framework

