

Developing professional profile: assignment 2

My recent placement within Ysgol Harri Tudur with the Physical Education department has been a transformative journey, offering me a firsthand glimpse into the world of teaching physical education. Throughout this experience, I have had numerous opportunities for learning, growth, and personal development. In this reflective review, I will expand on my positive and negative placement experience and the valuable lessons I have gained along the way. Prior to my placement I had done a SWOT analysis, the importance of this analysis was to allow me to keep track of my progress throughout the placement, it also ensured I could set myself smaller specific goals throughout my fifty hours. It also allowed me to review my time at the end and identify if I hit the targets I made before starting. I had initially set myself three main targets, these were; ensuring I maximise the most out of the proposed hours, to give myself as much hands on experience as possible as my recent experience was very limited. Gaining more firsthand experience was only going to prepare me for the future and ensure it is what I wanted a career in. Furthermore, I also wanted to further my knowledge on how to adapt with pupils with diverse needs, this could be from pupils with disabilities to pupils with behaviour problems. I had no experience with this topic before, so I wanted an insight on how to deal with certain situations as it would be only a matter of time before I face these problems. My final target was to expand my knowledge further in a range of sports rather than specialising in a handful. This would allow me to teach more in-depth about sports I am less familiar with allowing pupils to enhance their own knowledge and understanding to their best. I was very fortunate within my placement, I had a great amount of support from a wide, diverse and range of teachers. They allowed me to gain valuable experience with the utmost support. Following my final day within the school I also got the offer to come back at any time if I ever needed more experience or another placement/PGCE.

When the opportunity to gain fifty hours placement was presented, I knew it would be vital to gain the full experience and use every second to my advantage, and that is what I did. Within this paragraph I will give an insight into the things I did throughout my placement and what I would have changed if given the opportunity again. Within YHT (Ysgol Henry Tudur) I was lucky enough to be placed with head of department Mr. Davies with over 20 years of experience, Mr. Rees, Mrs. Davies and Mr. Griffiths who are all young new teachers will allowed me to gain perspective on how they transitioned from university to a full-time job and Mrs. Mcmillan who has been teaching for over ten years but specifically PE the last 5. Throughout my placement I started each morning at 8:45, due to my only day off in the week being a Wednesday this was the only day I could do, which had its consequences and advantages. The school week was split into

week 1 and week 2, both weeks consisted of year 10 sports studies for two lessons, year 10 PE, year 9 PE and sports studies and year 7 PE. However, through the suggestion of Mr. Davies he ensured I attended a different day with a range of different years and abilities. The main problem I faced was the year 9 and 10 lessons, at the age they are at they have a good knowledge and understanding of the majority of sports, due to this I was not able to watch a thoroughly taught lesson which included lots of background information and knowledge so it tended to go straight into games/tournaments which concluded to a lot of standing around and not having a better opportunity to teach hands on. Although I found this to be an advantage, the lessons that was not spent teaching gave me the opportunity to get to know the teachers in more depth which gave me a massive insight into the job. I came away from these conversations with a lot more information prior to the placement, I got a range of information from 5 teachers with different backgrounds and experiences. It gave me a head start for future experiences, with my final year soon approaching and my dissertation around the corner, I was very intrigued about what dissertations the PE teachers had done, so coming away from my placement I learnt about a range of dissertations, why they chose them, how they organised themselves and gained all the research required. I also found it very interesting when speaking to Mr. Davies how PE has changed so much over the last 20 years, through the curriculum, the objectives they need to be hitting and the engagement with pupils. I found these small conversations being essential to my progress throughout the placement and being as affective as teaching. However, once I got the chance to attend a day which consisted of younger ages from 7-9, I was able to watch more in-depth lessons and how teachers give off their information and keep learners engaged throughout. It was also an advantage having similar classes every time I was on placement as I found it very useful to gain close relationships with the classes I was seeing a lot of, this made my time on placement a lot easier. Within my placement time I got to have a nice mix of practical and theory lessons which showed me how to control a class within a classroom for theory lessons and how to get the most out of the pupils for the lesson as I have no theory/classroom knowledge. I also had the opportunity to go on an off-field trip for a year 9 rugby tournament, which provided me with a lot of important factors when away from the school and the responsibility you must take when off site.

Throughout my time at placement, I was also partaking in a practical module within university which allowed me to teach once a week. From my own perspective and from the lecturers we had all seen a huge advancement in my teaching abilities, from watching experienced teachers once a week I was able to pick up a lot of their techniques and practices to help advance my own teaching. One key aspect I had picked up on was to build relationships with the pupils. This made the teaching ten times easier than before, I felt like once I had done this, I had gained respect from a lot

of the pupils which helped in taking control of the class. I did this through small aspects throughout the lesson, if I could see a group of boys messing around within certain tasks instead of shouting at them in front of the class, singling them out and embarrassing them I used a technique I had seen at placement in approaching them in their group and getting them back on task because a lot of the time they were not causing problems and messing around off their own they just had not been challenging themselves enough which caused disengagement and loss of focus. Another element I am personally weak is time keeping, however, after my placement it really opened my eyes to how crucial this skill is being a PE teacher, without this skill you will struggle massively to function full time and it is essential I work on this skill. If your giving pupils too long to get ready before being too laid back you're missing out on important practical teaching time, it also increases the chances of pupils messing around and causing accidents, this is the same if you bring them back in too early.

Throughout my time at placement, I got sufficient time to analyse the teachers, the teaching methods and what they could improve on. To begin with, it was interesting to talk and find out what theories the teachers based a lot of their teaching on. I found this to be important as theories about teaching directly influence teacher's perceptions, beliefs, and behaviours in their understanding and implementation of teaching. The most common theory that was communicated the most was the Mosston, and Ashworth (1994) theory. Mosston and Ashworth developed a cohesive framework to serve as a guide for physical education teachers. It consists of 11 different teaching styles, five teacher-focused (reproductive/direct) and six student-focused (productive/indirect). Collectively they allow for many approaches to teaching and learning such as behaviourist, cognitive, social constructivist, peer teaching, peer assessment, and self-assessment. In the table below all eleven teaching styles are categorised and described. When watching Mr. Davies specifically he did something Doherty (2010) greatly described, this was changing from different teaching styles based on the situation, for example Doherty (2010) says, the effective teacher is involved in adjusting and reviewing tasks according to the needs and responses from their students. Being able to use different styles of teaching identified in Mosston's framework and being able to design new canopy learning experiences creates an optimum working environment, maintains good discipline, sets high standards, facilitates learners' thinking and achieves the multiple learning objectives that serve as our professional challenge. In addition to this, another key element I picked up when watching the teachers which kept the pupils focused and engaged throughout the entirety of the lesson was motivation. The motivation kept the pupils engaged throughout the lesson as when students are motivated, they set personal milestones and celebrate their successes, no matter how small. This sense of accomplishment boosts their morale and makes them only want to better themselves. This motivation in

pupils could also be down to their self-determination, the most self-determined type of motivation is intrinsic motivation. Intrinsic motivation refers to the engagement in activities for their own sake, namely for the feelings of pleasure, interest, and satisfaction that derive directly from participation (Deci & Ryan, 1985). This is why it is crucial to keep pupils determined throughout their lessons by the supplement of motivation as it has key influences on them. Another popular model I could see through the teaching especially within the older ages was TGfU (Teaching Games for Understanding), TGfU places an emphasis on the play, where tactical and strategic problems are posed in a modified game environment, ultimately drawing upon students to make decisions. This model was developed by Bunker and Thorpe (1982). The advantages of TGfU are as students are learning through the games, this teaching method makes excellent use of active learning. One of the most effective ways to get players to evaluate their own and their team's behaviour is to ask questions that are insightful. In general, questions will focus on a certain tactical element of games. Also, if a player is having trouble with an activity, informative questions might also assist them find the solution. Furthermore, when I got speaking to Mr. Rees he provided me with an insightful theory he likes to use, he gave me an in-depth relation to how he uses this in his lessons as he told me it was something he learnt very much about at his time in Cardiff Met. This was Vygotsky's theory (1962) this theory proposes that the child's development is best understood in relation to social and cultural experience. He told me he heavily relies on Vygotsky's social interaction theory when teaching his year 7 classes. Vygotsky's sociocultural theory about child development says that cognitive development occurs because of social interactions. In this way, learning is innately collaborative. He believed social negotiation was essential for building knowledge and understanding concepts.

Now my placement has come to an end I have been able to reflect on my time there, I have been able to summarise what areas I can improve on, did I get everything out of my time there and what my mentor gave me for improvements to enhance my teaching. To be able to summarise my placement in-depth with thorough thought and plenty of information, I used the Gibbs (1998) model. Developed by Graham Gibbs in 1988, the Gibbs Reflective Cycle is a six-stage model that can be used to guide reflection on a particular experience or event. The cycle involves reflecting on the experience, analysing feelings, evaluating the experience, analysing the experience from different perspectives, drawing conclusions, and developing an action plan for future situations. Coming into my placement I had my three areas to improve on which was mentioned within my introduction, using the Gibbs model I can now identify if I was successful in improving on these. My first aim to improve was gaining as much experience as possible, I personally thought I thrived in this area as I maximised myself by gaining the highest number of hours possible instead being the full 50, whereas I could have easily

gained 25 and stopped. However, I got very limited time and chance to lead a lesson/take certain groups as I got an awkward day which involved a lot of year 10 GCSE work. Although I did not get a lot of time to teach myself, I still feel like watching and talking to the teachers gave me valuable insight and advanced me a lot. Moving forwards, I will have to ensure I get myself another placement in the future but with a day that can allow me to have more hands-on time teaching. The next area I wanted to improve on and the one I wanted the most was how to deal with diverse needs within the class. In my opinion, this is the one aspect that I advanced a lot. One class I was involved in had two pupils with additional needs, they were both in wheelchairs and were both very keen every week to attend PE. Mr. Davies once again provided a useful insight on how to adapt your lesson to ensure it suits everyone in the class. The term I was with that class for was being taught badminton; to adapt his lesson to begin with he got both pupils without a net using a shuttlecock and racquet seeing how many times they can hit the shuttle back and forth, once they get their range they got introduced to a court but with a lower net to suit their needs, me and Mr. Davies was both supporting the pupils throughout getting involved ourselves just in case they over hit their shots. In addition to this, one of the year 10 sport studies classes I was attending with Mr. Davies had a group of pupils who all had behavioural issues. It was very eye-opening to see how Mr. Davies handled this group despite their behaviour. Whereas you would find a lot of teachers shouting at the pupils, Mr. Davies remained calm and tried to further challenge the pupils to keep them engaged. In conclusion, I feel like I achieved improving my knowledge within that area. My final area to improve was my knowledge on other sports, in fact this is the one area of improvement my mentor gave me at the end of my placement. Within my placement I did not get to expand my knowledge as we were mainly doing sports I already had knowledge in. However, Mr. Davies and Mr. Rees both supplied me with some interesting resources that can advance my knowledge in a lot more different sports which will help me moving forwards.

In conclusion, it has been clear to see that the placement has benefited me massively, without this placement I do not think I would be in the same position I am today. There has been such a clear improvement from my teaching from year 1 in university to where it is now and this has been identified by my lecturers, this shows this placement has paid off and had a big influence on me. The placement provided me with such an insight into what the life of a PE is, this placement has guaranteed me that I want to be a secondary school PE teacher. There are many reasons why I know this is the career for me, some of the main aspects include, Fostering Personal Growth and Confidence, Building Strong Relationships, Influencing Positive Behaviours and most importantly seeing a smile on the pupils faces. Now I have experienced my 50 hours being a PE teacher is something I want to be involved in for my future. My next steps going forward to achieve my goal of becoming a PE teacher are completing my final and third year of

university and passing the course, then moving onto gaining my PGCE to allow me to teach and then finally securing a full-time job as a PE teacher and improve the life of others.

Reference List:

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