Evidence of Learning and Reflection

Your context

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| **Candidate requirements** |  |  |
| Please provide information about how you meet the candidate requirements. | Please complete | Comments/Details |
| Are you a full- or part-time teacher? | Choose an item. | Part-Time |
| What kind of educational institution do you teach in? | Choose an item. | Private Institution |
| How many weeks do you teach for, over a full academic year? |  | Weeks |
| How many hours per week do you teach? |  | Hours /week |
| How many learners do you teach? |  | Students |
| Are you responsible for planning and facilitating the learning activities of your learners? | Yes |  |
| Do you have the regular support of at least one mentor? | Yes |  |

Please provide some brief information about your educational context:

Your professional background including your experience as a teacher

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| I am a professional Hindi teacher currently teaching in kindergarten and primary schools. Previously I have taught in India. I have been teaching for about five years now and I enjoy it more each year. I am very motivated to understand child and adolescent development. |

Your current role and responsibilities including the subject(s) and the stage (e.g. primary) you teach

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| In my current organization, I am responsible for teaching the Hindi Language to kinder garden and primary school students. Responsibility includes creating a lesson plan. Creating study materials that help students meet the objective of the learning. Responsibility also included g parent-te meetings with timely updates on students’ progress. I try to create a positive learning environment, so I can be strict about enforcing rules. I care about my students, and I want the best for them. I stay positive and give them projects that allow them to use their creativity |

Your school or institution

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| The Hindi Society Singapore providing the Hindi language for kindergartens, primary, secondary, and A level. Building a strong foundation of language kill throughout the teaching of language uses. |

Your learners

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| My learners comes from  My learners can adapt to new norms and becoming more independent learners as they navigate a new landscape. They quickly learned to use different digital platforms drew up, new schedules, asked questions and discovered hobbies and interests. My **students were** happy to work in a group, motivate others and yield productive output. Being positive, helpful, cooperative, and friendly are all traits of a **good student present in my students.** My **students** become **great** team players and leaders when they grow up. learning more about their language, culture, values, family, and home environment. This knowledge helped me to better support my **students** in the classroom and to receive more support from home. |

Unit 1 Understanding principles of learning and teaching

Learning outcomes:

A. Explain their understanding of the concept of learning and how people learn.

B. Review teaching methods and learning activities they use in their practice that engage

and motivate students to learn.

C. Explain their understanding of the term ‘assessment’ and its purposes.

D. Identify and explain key features of what they think makes an effective lesson and evaluate the impact any new learning will have on their future professional practice.

Candidates will:

* observe an experienced practitioner teaching a group of at least six learners for 40–120 minutes
* observe the experienced practitioner’s practice, accompanied by their mentor
* discuss with the mentor the key features of what makes an effective lesson.

Evidence of learning

* Describe your personal understanding of the concept of learning and how people learn.
* Identify the teaching methods and learning activities you use in your current practice that engage and motivate your students to learn.
* Briefly explain why you chose these teaching methods and learning activities.
* Explain the differences between formative and summative assessment and their main purposes.

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| Word limit: **800** words | ***Word count:*** |  |

Evidence of reflection

* Analyze the key features that you think make a lesson effective.
* Evaluate the impact your new learning and experiences from Unit 1 have had on your practice and how this will help you to prepare for Unit 2.

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| Word limit: **400** words | ***Word count:*** |  |

**References:**

Please ensure that you reference a minimum of **3 sources**. We advise you to use the Harvard reference system.

Unit 2 Teaching an effective lesson

Learning outcomes:

E. Plan a lesson that has clear aims and objectives and a coherent structure.

F. Teach a lesson using active learning approaches to engage and motivate students to learn.

G. Teach a lesson in which students’ learning is regularly checked at suitable stages using appropriate formative assessment methods.

H. Evaluate a lesson using feedback from their mentor and their reflections to inform future practice

Candidates will:

* plan and teach a lesson
* arrange for the lesson to be observed and formatively assessed by a mentor to provide formative feedback for reflective practice.

Your context

Tell us briefly about the learning group you are teaching for your observed lesson. Tell us their age range, gender, group size, range of ability, learning needs, and any other information which you think is significant.

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| My students are in primary two. They are seven years old. There are 20 students in my class. In the class, there was a mix of boys and girls. A mixed crowd of visual, auditory, and kinetic students. They like to work in groups. They all are different in their language, culture, values, family, and home environment. This knowledge helped me to better support my students in the classroom and to receive more support from home. I have different learning styles, students and I endeavor to teach accordingly. |

Evidence of learning

* Explain why a lesson plan must have clear aims and objectives and a coherent structure.
* Explain why new learning should be built on students’ existing learning.
* Identify the assessment methods used during the lesson and explain why they were used.

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| Aims and objectives are an important part of the educational process assisting in clarifying the relationship between the learner and the teachers.  Clear aims and objectives of the lesson plan benefit both students and teacher in several ways -  With this articulated, the students should have a clearer understanding of what they will learn should they complete the lesson, subject, or task. Aims and objectives are also an indication to students of what they may be expected to demonstrate in assignments and examinations (*James, n.d.*).  Defining the aims and objectives of the lesson assists teacher in designing course content, teaching strategies or processes, and appropriate assessment methods. The “Aim” here means what teachers and learners want to achieve in a lesson or a course. In other words, the aims of the lesson plan describe what the teacher wants learners to be able to achieve by the end of the lesson, or what they will have done during it.  The lesson structure is said to be coherent if it moves from easy to hard and/or simple to complex over the course of the learning sequence. This enables the students to climb the ladder of learning systematically. With a coherent lesson plan, the students are provided with a simple introduction of the topic with prior knowledge tapped, and then they are guided through the higher level of learning. A coherent lesson plan helps the students to connect the dots and assimilate the learning more precisely.  As per (*Kujawa and Huske, 1995)* prior knowledge is the proper entry point for teaching and learning because it builds on what is already known, supports comprehension, and makes sense of new learning. Tapping prior knowledge is essential to scaffold the learning process from where the students are already aware. When the new learning is built on top of the current knowledge of the students’ they are able to correlate the new learning more appropriately. This helps keep them interested in the topic and can correlate the new learning with existing learnings.  Throughout the lesson, I observed that the teacher was constantly doing a formative assessment to gauge the efficacy of the learning. Some of the formative assessment method that I recognized as   * *Class discussion:* Observe the elicit response from the students. * *Short, regular learning checkpoints:* Using effective questioning and constant sharing of feedback. * *Exist tickets:* By conducting self-assessment activity.   According to me the classroom discussion as a formative assessment method was helpful to the teacher. It aided the teacher to understand the point of view of the students. Classroom-based formative assessment has been seen as a means of getting close to the student's thinking and a way of providing direct support and scaffolding for their development (*Torrance and Pryor, 7625).*  Having a short and regular learning checkpoint through focused questioning and providing feedback was a way to keep the lesson teaching process on track. So that the lesson was able to achieve its objective. This formative assessment encourages dialogue between the teacher and student and promoted open communication and active learning. And the teacher is able to gauge the progress in knowledge gained by the students.  At the end of the lesson, a brief self-assessment activity was a nice way to close the lesson. The purpose of this exit ticket activity was to make the students answer a couple of questions. That helps teachers as well as students to know how well they had understood the concept and were able to reflect on it. It also uncovers any gap that needed some extra support from the teacher (*Welch, 2020*). | | |
| Word limit: **600** words | ***Word count:*** | **600** words |

Evidence of reflection

* Evaluate the effectiveness of the lesson, highlighting what aspects helped to engage and motivate the students to learn.
* Evaluate the impact your new learning and experiences from Unit 2 have had on your practice and how this will help you to prepare for Unit 3.

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| Measuring the effectiveness of the lesson is paramount because the evidence produced is used for the major decision about our future lesson plan *(Ronald A. Berk, 2005).* The effectiveness of the lesson can be ascertained by observing the participation of the students in the learning process. Using this yardstick I can see that lesson was able to grasp the attention of the students and they were happily participating in active learning.  The way the lesson was kicked off by tapping the prior knowledge was very fruitful. This helped the teacher to base out the lesson on the students’ prior learning. Moreover scaffolding the lesson on prior knowledge worked as a motivation booster. Since students’ prior knowledge about–and experience with–a topic can be leveraged to help kindle a desire to learn more (*Ambrose and Al, 2010*).  Another aspect of the lesson was to engage students’ participation through collaborative learning with the help of a whole-class activity. The students were encouraged to help each other to complete the task assigned to them through teamwork. This aspect is corroborated by (*Smith et al., 1992*) who says “Collaborative learning produces an intellectual synergy of many minds coming to bear on a problem and the social stimulation of mutual engagement in a common endeavor.”  The lesson was planned to be inclusive to engage visual, auditory, and kinaesthetic (VAK) learners by utilizing various available resources. The powerPoint session conducted by the teacher is worth mentioning here. Some researcher has (*Samiei Lari, 2014*) reported that PowerPoint presentations made the content more appealing; therefore, they helped them to take students' attention. The concept of the learning that was illustrated through pictures and diagrams in this session reached out to most of the students and this kept them engaged.  Reward and recognition are two factors that help persisting motivation in any activity. I observed that the teacher used this aspect in various activities to keep the students motivated (*Baranek, 1996*).  The knowledge and experience that I acquire in Unit-2 were quite enlightening and have caused a deep impact. This is going to guide me to prepare a more engaging and effective lesson plan going forward.  The Unit-2 lesson was an interesting mix of various active learning strategies. From tapping prior knowledge of students, to scaffold the learning process in such a way that it engages all types of learners, (VAK) was executed in a \_good\_ manner. Doing formative assessment at every juncture of the lesson was quite helpful to know the progress and effectiveness of the lesson. This gave an opportunity to the teacher to engage with the students and paved the path for open communication. (*Prozesky, 2000*) Collaborative learning through group activity inculcated the skill of teamwork and peer learning. The impact of using the available resources that presents the topic through the audio-visual was quite tangible. It helped a lot to grasp the attention of the students and keep them engaged. Eventually, evaluating the progress of knowledge at the end of the lesson with a brief self-assessment activity helped the teacher as well as students to know how well they have achieved the objective of the learning.  There are many good aspects of the Unit-2 lesson that I would like to incorporate in my next lesson for Unit3. However, there are few things I would like to improve upon. Checking prior learning, collaborative and activity-based learning and continuous formative assessment would surely become part of the Unit-3 lesson. As per my observation, I found that the students seemed to be more enthusiastic when activities were resembling a game. Hence I would try devising more game-based learning activities.  I would also like to improve upon effective questioning to enhance the focus and attention of the students to guide them toward the objective of learning. So that the lesson remains on track and achieves its aim and objective as desirable from the lesson plan. | | |
| Word limit: **600** words | ***Word count:*** | **647** words |

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Unit 3 Facilitating active learning through effective teaching

Learning outcomes:

I. Plan a sequence of lessons that are coherent and have well-defined links to previous learning and the learning objectives.

J. Teach lessons that are effectively managed using active learning strategies and where learning is often differentiated.

K. Teach lessons using formative assessment methods to support and monitor the students’ learning.

L. Evaluate lessons to identify strengths and areas for further development in classroom practice.

Candidates will:

* plan and teach a lesson
* arrange for the lesson to be observed and formatively assessed by their mentor.

Your context

Tell us briefly about the learning group you are teaching for your observed lesson. Tell us their age range, gender, group size, range of ability, learning needs, and any other information which you think is significant. If your learners are the same as for Unit 2 please state this, but do not leave blank.

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| I am teaching students in grade 2. They are between the ages of 7-8. My class has 20 students, 12 boys, and 8 girls. A mixed crowd of Practical intelligence, Creative Intelligence, Analytical intelligence students in my class. Some of my students may feel too shy to speak up in classroom discussions and may not enjoy large-group tasks or volunteering to deliver presentations as much as another student might. Instead, these students could feel more comfortable expressing their views through online forums, one-on-one conversations. |

Evidence of learning

* Explain why learning activities are frequently Differentiated appropriately, with relevant theory.
* Describe the strategies you use to manage lessons effectively
* Explain how formative assessment and feedback support student learning.

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| The objective of the learning activities is to develop the existing knowledge of all the students in a class. But every individual student has a different learning style. When the teacher fails to use a differentiated teaching approach that matches the students’ learning style, they tend to comprehend little and lose focus of classroom instruction. Differentiated teaching activities can alleviate or eliminate this engagement.  Differentiating the content that responds to a students’ learning preferences has the potential to significantly improve the students’ learning outcomes, as corroborated by a study published in Procedia Social and Behavioural Sciences. It encourages the students to focus and be engaged in the learning process. There are (*Tomlinson, 2017)* four ways to differentiate the learning.   * **Content**: How the student will access the information * **Process**: The method of the activity’s students use to understand the information * **Product**: Projects or homework that ask the student to practice or apply the information * **Learning environment**: Space where the student is learning the information.   That the lesson achieves its aim and objective a conscious effort is required to manage its different parts effectively. The first step that I took was to create a lesson plan that acted as a blueprint of how teaching will be done that utilizes the classroom time in the best possible way. For this, I split the entire lesson into different sections which were focused to help the students learn through various strategies. Each section has got its objective which collectively aligns with the objective of the lesson.  Creating a healthy and conducive learning environment is also an essential part of lesson management. An aimed to provide a learning environment that is safe, inclusive, respectful and engaging as a means to achieve the same.  Coming back to the lesson plan, special care was taken to ensure that it consists of active learning strategies. Start from tapping prior knowledge to concluding self-assessment activity the lesson plan was having an interesting mix of active learning strategies. Offering collaborative learning opportunities encouraging teamwork and peer learning and self-assessment and continuous formative assessment was the objective of my lesson plan.  Formative assessment is used to conduct in-process evaluation of students' comprehension, learning needs, and academic progress during a lesson. Formative assessment helps the teacher identify concepts that the students are struggling to understand *(Great Schools Partnership, 2014).* It further provides a means to both the teacher and the students to evaluate whether learning is taking place and making the appropriate adjustment to the teaching and learning process if required (*Owen, 2016*). A thoughtful and effective formative assessment allows students to starch beyond a rudimentary demonstration of their abilities and encourages them to improve upon their work. | | |
| Word limit: **400** words | ***Word count:*** | **451** |

Evidence of reflection

* Analyze the range of activities used across a sequence of lessons and judge the impact your teaching has had on your students’ learning.
* Evaluate the significant developments in your professional practice as a result of your Certificate program experiences, and those aspects that require further development in the future

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| Since students learn in the class in two ways, actively or passively. They learn passively by being receptacles of knowledge which means they do not have any role in the learning process. On the other hand, students learn actively when they become that part of the learning process and not only listening. The bottom line is, activity base teaching causes enhanced attentiveness and concentration in the class *(Albadi and Arulraj David, 2019*). Hence I tried to formulate a lesson plan that is abundant with activities.  The lesson started with an activity called “Mystery” where rock and a plant were shown to the students. This was followed by some thought-provoking questions such as, “What are the distinction between these?”, “How do you identify living and non-living things?” The students were encouraged to respond to these questions which eventually helped me tapping the prior knowledge of the students. The question that I also wanted them to answer is, “What are some things that living things need to grow?” While figuring out the things, they were subjected to critical thinking and developed the skill of finding facts and framing them into statements.  I planned the lesson in such a way that the formative assessment was carried throughout the session whenever a significant learning milestone was achieved, as stated by (*Popham, W., 2006*) ‘… formative assessment is not a test but a process…’. While facilitating the learning process, I asked tricky, effective, and stimulating questions that the students were enthusiastic and eager to respond to. This effective questioning strategy was part of formative feedback that aided me to gauge the learning progress and its effectiveness. *Bloom (1969)* states that the purpose of the formative evaluation is ‘… to provide feedback and correctives at each stage in the teaching-learning process. The ‘Hula Hoop’ activity gave me ample opportunities to get feedback and take corrective action. I distributed handouts with the phrase of Living and Non-Living things printed on them and instructed the students to classify them accordingly. This activity required the students to show through their classifications that they were able to reflect upon the learning. The more knowledgeable students (MKO) were able to do the classification quickly but students with low/average ability had to be supported. The formative assessment process helped me identify those students that required more attention and support so that they would be able to arrive at the same stage of learning as their other classmates.  Differentiation of the lesson content is essential to better learning. This has been supported by many researchers. We know that not all students are alike. Based on this knowledge, differentiated instruction applies to an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas (Hall, T., Vue, G., Strangman, N., & Meyer, A., 2003). Using visual tools is quite helpful here. Keeping this in view I included a PowerPoint session amid the lesson. In this session, I tried to present information that appealed to the low-ability students through visual aids. A study conducted by Ozaslan and Maden, (2013) found that students (97.1%) think they learn better if the course material is presented through some visual tools. My PowerPoint slides were crafted in such a way that it is intuitive and was able to convey the objective of the lesson categorically.  By the time the “Line Up activity” was initiated, the students were informed of the basic characteristics of Living and Non-Living things. To level up the knowledge among the students I conducted a group activity. According to *(Vygotsky, 1978),* much important learning by the child occurs through social interactions with a skilful tutor. Therefore, I instructed my students to discuss this with their partners. At the end of this, I asked them to form a group and collectively write the characteristics of the objects that are belonged to either Living or Non-Living. This group assessment allowed me to gauge their progress and ability to recall.  The journey of doing this Certificate program was quite enlightening and has empowered me as a professional. This program helped me do my current job as a teacher more systematically and quality focused. It has provided me with better insights into how to strategize the lesson for effective teaching. My understanding of how learning happens has been revolutionized. It taught me that how I can use different teaching methodologies to make the learning process more engaging and conducive for the students. The importance of tapping prior knowledge of students and scaffold the learning process based on it was well emphasized throughout the program. Now my every lesson plan has got this section where I try to gauge students’ existing learning or knowledge on the topic of the lesson.  It helped me understand the significance of active learning methodology in the learning process. Doing continuous formative and summative assessments and effective questioning is essential to determine the progress of learning. Sharing the formative feedback that promotes dialog between teacher and learners, and between learner and their peers is paramount.  I discovered in the program that through the differentiation of content, we can target all types of learners - visual, auditory, and kinaesthetic. Moreover, the learning experience would be enhanced by making collaborative (by forming groups) and paired learning opportunities available whenever possible. Utilizing the available resources makes the learning interesting and engaging. Time management is also particularly important. Completing activities in time is essential so that the learning process is balanced and has a mix of all the aforementioned good practices.  I carefully reviewed my teaching practices and found that there are a few areas where there is some opportunity for improvement. Time management was foremost of them. Time management means those behaviours “that aim at achieving an effective use of time while performing certain goal-directed activities” (*Claessens et al., 2007*). In the “Line-Up” activities students took too long to complete and it affected the availability of time for successive activities.  Maintaining discipline in the class is another aspect that I need to improve upon. I observed that when I was occupied with one-on-one interactions with the low ability learner in the class discipline was affected. In the future, I would engage the class with such activities as drawing or painting | | |
| Word limit: **800** words | ***Word count:*** | **1034** |

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