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. |  |
| What kind of educational institution do you teach in? | Choose an item. |  |
| How many weeks do you teach for, over a full academic year? |  |  |
| How many hours per week do you teach? |  |  |
| How many learners do you teach? |  |  |
| Are you responsible for planning and facilitating the learning activities of your learners? | Choose an item. |  |
| Do you have the regular support of at least one mentor? | Choose an item. |  |

Please provide some brief information about your educational context:

Your professional background including your experience as a teacher

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

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Your school or institution

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Your learners

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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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Evidence of reflection

* Analyse 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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**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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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 objective 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 a number of 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 assist teacher in designing course content, teaching strategies or processes, and assessment methods that are appropriate. The “Aim” here mean what teacher 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 answers a couple of questions. That help teacher 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*). | | |
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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 endeavour.”  The lesson was planned to be inclusive to engage visual, auditory and kinaesthetic (VAK) learner by utilising 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 was quite enlightening and has 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 learner, (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. | | |
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**References:**

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Baranek, L.K. (1996). *The Effect of Rewards and Motivation on Student Achievement*. [online] *Grand Valley State University*, p.285. Available at: https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1292&context=theses [Accessed 13 May 2021].

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Torrance, H. and Pryor, J. (7625). *Investigating Formative Assessment: Teaching, Learning and Assessment in the Classroom.* Taylor & Francis, Inc., Empire Dr., Florence, Ky 2 (Hardback: Isbn-0-335-5-3, $85; Paperback: Isbn-0-335-4-5, $28.95). Tel: 800-634- (Toll Free). -00-00.

Welch, K. (2020). *Empowering remote learners through self-assessment*. [online] World of Better Learning | Cambridge University Press. Available at: https://www.cambridge.org/elt/blog/2020/12/14/empowering-remote-learners-self-assessment/ [Accessed 13 May 2021].

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, the 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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Evidence of learning

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

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Evidence of reflection

* Analyse 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 own professional practice as a result of your Certificate programme experiences, and those aspects that require further development in the future

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**References:**

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