The University of the West Indies, St Augustine

School of Education

Postgraduate Diploma in Education 2024-2025

**Course Code and Name of Course:**

EDSS5710 Pedagogy as a Process

**Title of Assignment:** Pedagogy as a Process Portfolio

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# **SECTION A: INTRODUCTION**

# **THE PURPOSE STATEMENT**

The main purpose of this portfolio is to showcase my journey during the Diploma in Education programme. It will reflect the knowledge gained from the various courses and educators throughout the programme that would have contributed to both my professional and personal growth. Within this section, a letter to myself and my initial philosophy were written. This helped me to reflect on my reasons for joining the programme and what I hope to achieve at the end of it.

A metaphor was used to describe my approach to pedagogy and my philosophy as an educator. Part B of the portfolio will demonstrate my growth and ability to plan units and lessons in alignment with the learning outcomes of the curriculum. Part C will showcase the integration of technology and how it can improve teaching and learning to meet the needs of the 21st century learner. Part D will demonstrate the skills which I have acquired in designing and implementing varied assessment approaches, while part E focuses on any transformations that have occurred, such as curriculum integration. It also describes the efforts I am making to influence teaching and learning at my school using knowledge gained from the Postgraduate Diploma in Education programme. Part F reflects on my understanding of my discipline and growth throughout the programme.

My intention in putting together this portfolio is to demonstrate how I have grown and will continue to grow within my profession, even after the completion of the programme.

# **LETTER TO SELF**

70 Seebalack Trace,

Rochard Road,

Penal.

16th November 2024

Dear self,

Teaching was not your first choice of career, but it began as a means to an end. Coming from a low socio-economic background you had to begin giving lessons to gain a source of income that would allow you to complete Form 6. You continued with it throughout your university degree as it served its purpose, but you had your sights set on specialising in Abnormal and Clinical Psychology. After completing your degree, you were faced with unemployment and lack of financing to continue with your M. Sc. in Clinical Psychology, so you continued to teach, it was here you began to discover your talent for teaching. Students would thank you for helping them to do well in their CSEC exams, which made you feel accomplished. While working as a teaching assistant, with the On-the-Job Training (OJT) program, your passion for the profession grew and you decided to embrace it as your chosen profession.

You have always been encouraged by your former Head of Department (HOD) to pursue the Diploma in Education program, but you had young children and did not think that you could dedicate the time to it. However, with the government announcing that funding for the program will be discontinued soon, you were encouraged to apply, you had no expectation to be selected. Then you received an email indicating that you were selected for the program, this left you with a myriad of emotions. You began wondering if you made the right choice and whether you would be able to manage your time effectively. Nevertheless, with the support of your family and friends, you decided to accept the offer.

Even tough the programme has just begun; it has already broadened your knowledge and experiences. Reflecting on your current teaching practices has helped you to identify areas for improvement. It has also deepened your appreciation of your place of work and the students you teach. You hope that you can learn how to implement various teaching methods in the classroom, to cater to the needs of diverse learning abilities. You are fearful about the prospect of teaching at other schools, but you recognise that stepping out of your comfort zone will help you grow and broaden your experience. You look forward to becoming a better teacher and applying the knowledge and skills gained from the programme to your classroom after completing it.

Yours Sincerely,

Safda

# **THE STATEMENT OF INITIAL PHILOSOPHY**

In my pedagogical approach, I see myself as a sculptor, trying to reveal the unique beauty and potential inherent in each of my students. Like a sculptor examining a raw slab of marble to uncover its latent potential, I believe that each learner harbours unique abilities, qualities, and talents waiting to be unlocked. My goal is to encourage students to develop in and out of the classroom. I intend to provide students with vital life skills, including adaptation, resilience, and self-awareness, that will benefit them beyond the classroom.   
 While a sculptor carefully chisels away the unnecessary, patiently and carefully polishing the work, he guides the transformation, shaping it gently without restrictions. As an educator, my goal is to create a student-centered environment where students are encouraged to recognise their strengths and overcome challenges. By providing them with essential skills such as critical thinking, problem-solving, collaboration, and self-reflection, I can empower students to take an active role in shaping their growth and success. I aim to guide every student toward reaching their fullest potential by helping them to identify their strengths and areas that need improvement.

Just as no two blocks are the same, every student learns differently. Therefore, I believe that teaching should be inclusive, using differentiated instructions to cater to the diverse abilities, learning preferences, and backgrounds of all students. As we live in a digital age, integrating technology into education is both beneficial and essential for an all-round development of my students. The continuous adjustment of teaching methods to meet the ever-changing needs of our modern learners allows me to create learning environments that are engaging, relevant, and responsive. Additionally, regular self-reflection is critical in improving my practice, ensuring that I continue to grow as an educator and better serve my students.   
 Sculpting requires careful observation and continuous refinements to create a beautiful work of art. Thus, I must focus on building trusting relationships with my student, providing meaningful feedback that encourages them to push beyond their comfort zones while feeling supported throughout the process. I aim to create a classroom culture where feedback is viewed as an opportunity for growth rather than criticism. Additionally, by providing support to students who encounter challenges or feel overlooked helps to build their confidence and motivation. Thus, I can ensure that every learner feels valued and empowered to succeed.

Eventually, just as a sculptor steps back to allow the finished piece to stand on its own, I aim to empower my students to become confident, independent learners. To do this, I must guide them in setting meaningful, attainable goals and celebrate all achievements, no matter how big or small. Ultimately, I hope to nurture a lasting sense of pride and commitment to their personal development and to support students as they uncover their true potential.