

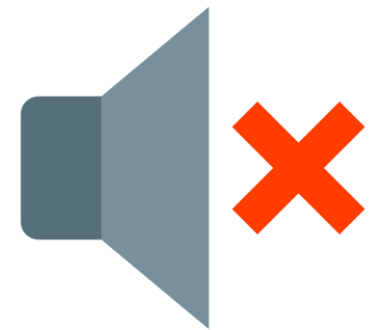
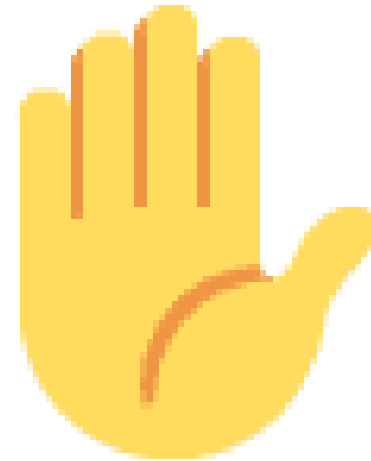
LEVEL 6 - DIPLOMA IN TEACHING AND LEARNING

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POLITE REMINDER

Please keep yourself muted during the lesson, if you wish to ask a question please raise your hand.



Recap



- What tools can you use to reflect on own teaching ?

Tools for reflecting on your teaching

- Shared planning
- Lesson evaluations
- Observations
- Suggestion box
- Learning letter or student journal.

Lesson Objective

- 2.3 – Analyse the importance of using feedback from different sources to inform reflective practice
- 2.4 – Assess the extent to which own practice is inclusive and promotes equality and diversity

Analyse the importance of using feedback from different sources to inform reflective practice

- This question is asking you to analyse why using feedback from different sources (observations/journals/questionnaires) is important when you are reflecting on yourself?
- In your analysis discuss the advantages and disadvantages of the different sources, how has this been effective allowing you to evaluate on own self?
- Disadvantage could be if feedback is not clear could confuse the individual.
- Feedback should be constructive as can be sensitive, so be aware of individuals needs.

Reflective thinking, reflective practice and self-reflections are tools for continuous professional development and 'self-supervision'. Since reflection is assisted by and through feedback, one of our teacher training

objectives is to prepare trainees for their autonomous professional development through raising their awareness and understanding about the

importance of giving and receiving feedback. Growing professionally on

the basis of feedback further enhances the developmental effects of self-

reflection and self analysis while subjective standpoints are tinged

Feedback allows the individual to :



- Develop in own role
- Make improvements
- Progress in areas which require improvement
- CPD

Recommended Reading



- <https://reflectiveteachingjournal.com/benefits-of-reflective-teaching/>
- This is a useful article to read, and will help with criteria 2.3.

2.4 – Assess the extent to which own practice is inclusive and promotes equality and diversity

- Can you define Equality and Inclusion ?

2.4 Assess the extent to which own practice is inclusive and promotes equality and diversity.





THE EQUALITY ACT

The Equality Act 2010 makes sure that people with particular characteristics are protected from discrimination¹. It is your right² that you should not be treated differently based on:

- 1 Age³
- 2 Disability
- 3 Gender reassignment
- 4 Marriage and civil partnerships
- 5 Pregnancy or maternity
- 6 Race
- 7 Religion or belief
- 8 Sex
- 9 Sexual orientation



¹ Discrimination means unfair treatment of somebody based on a particular characteristic.
² Your rights are things you are born with that belong to you that nobody can take away.
³ While you are attending school there is no protection against age discrimination (unless you are in a 6th form, FE college or University) or marriage or civil partnerships discrimination.

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Why is equality and diversity important?

- ✓ When you provide an equitable opportunities, you support an environment that **helps all students develop core knowledge and skills**.
- ✓ This development allows them to become **more productive members of society** from an early age.
- ✓ By giving all students an equitable start, teachers can lead the way for **better social and economic outcomes** for students, regions, and society as a whole.
- ✓ If all of your students are given all that they need to thrive, a **level of mutual respect** can be formed **between teaching staff and students**.
- ✓ This leads to **productive classrooms**, with staff feeling good about their lessons and **students actively engaged in learning**.



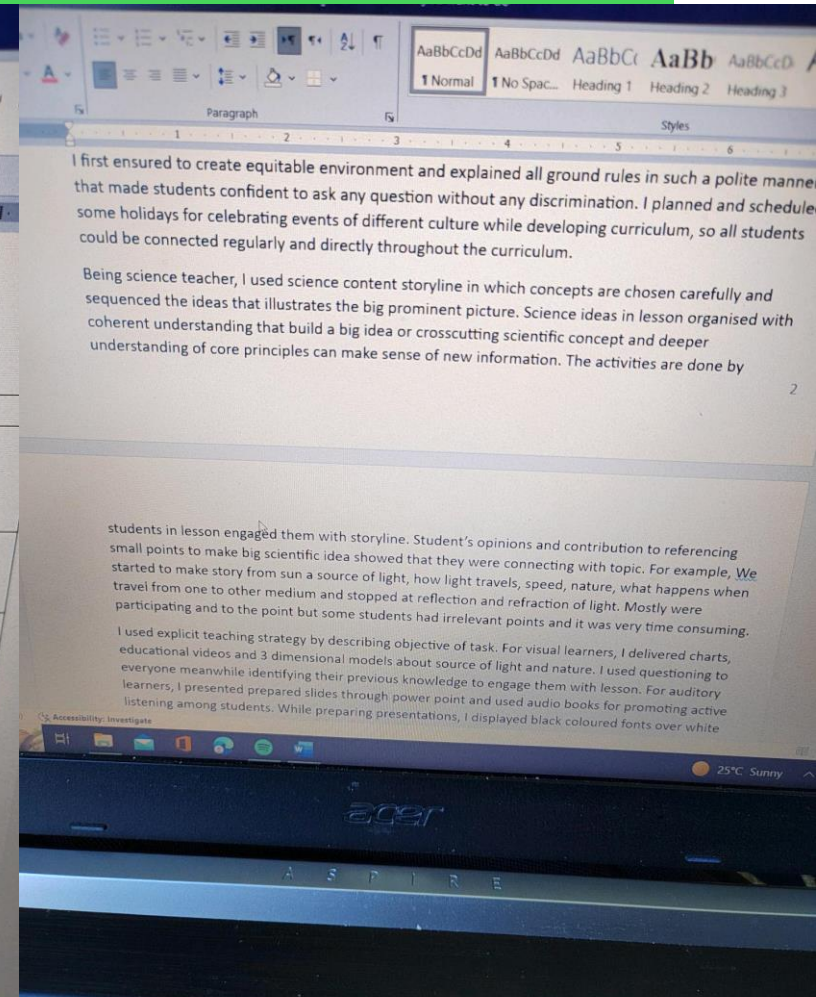
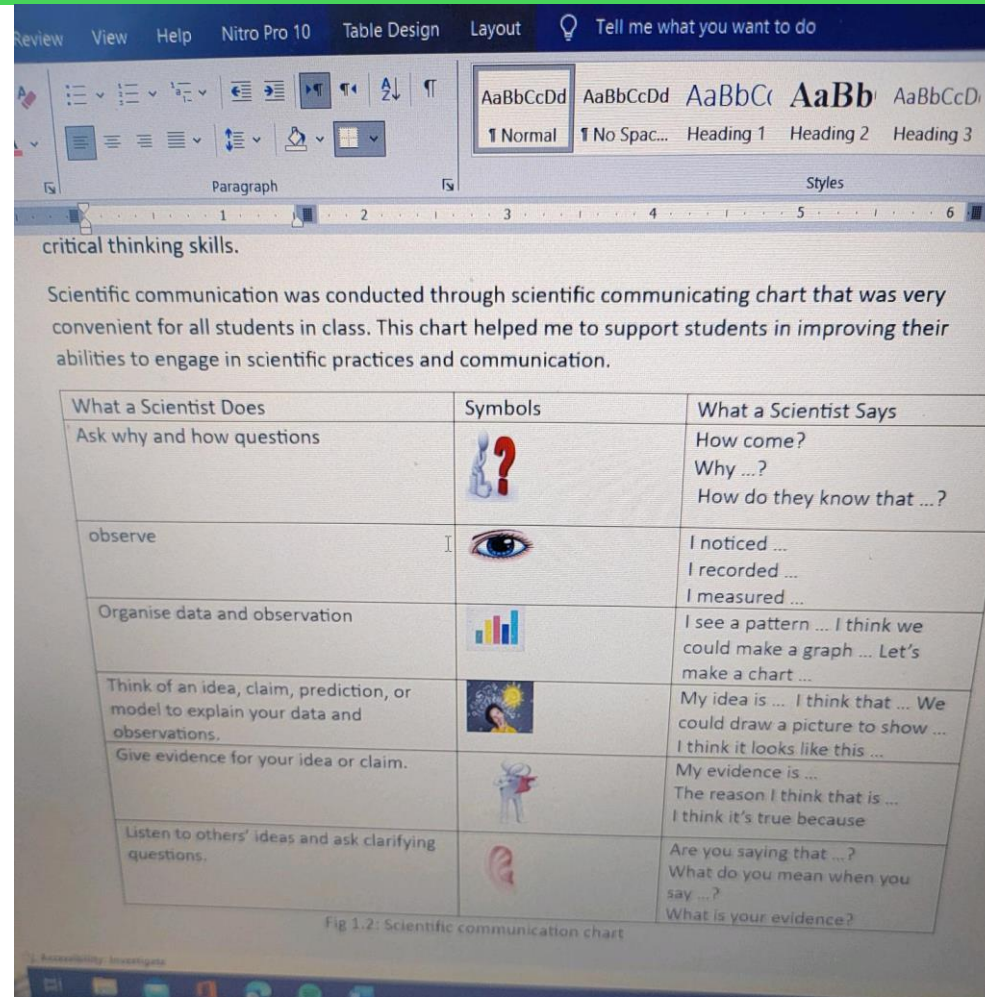
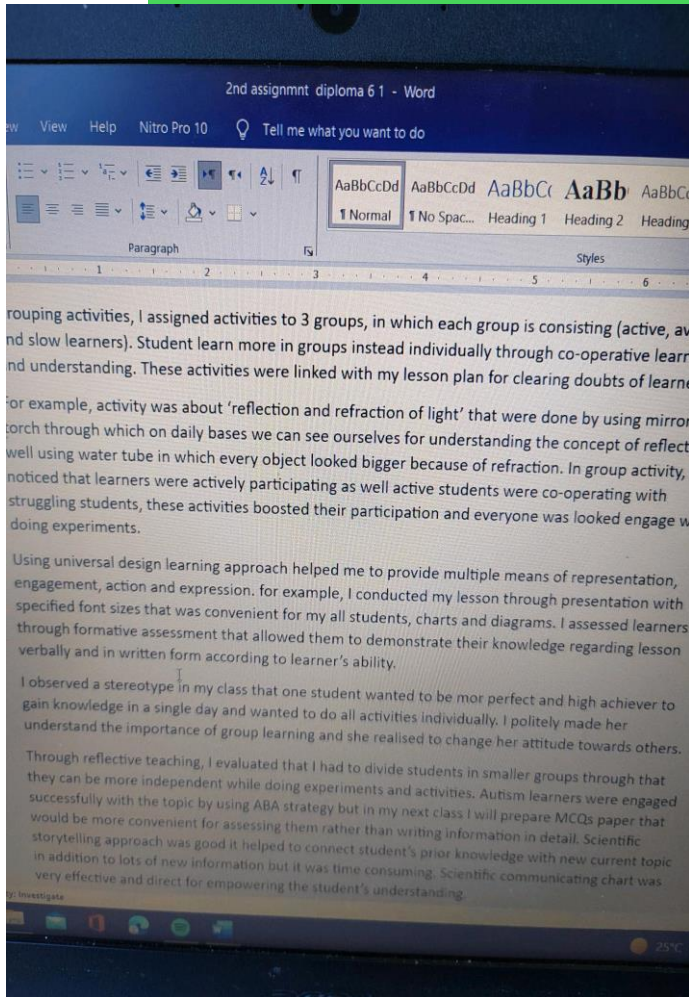
Breakout Room

Small group task

- You will be allocated into breakout rooms, each group will discuss how own practice is inclusive and promotes equality and diversity. What do you do as a teacher to promote equality? Share some good examples.
Share ideas and choose 2 peers to feedback to whole group.



Your Feedback of good practice Group 1:



Group 1 Feedback

- To promote inclusivity and equality in my classroom, we can use different techniques to accommodate individual students' needs and preferences. These techniques may include using sentence starters, vocabulary cards, and visuals like pictures and subtitled videos.
- We as well provide a choice of tasks and assessments, as well as accommodations. For instance, some students receive text to speech accommodations, others receive flexible sittings and extended time students with special needs, receive.
- We also incorporate diverse cultural topics from around the world in our lessons. When a new student joins our class, we try to greet them in their native language to help them feel welcome, and we use translators to improve mutual understanding. All of these strategies allow us to crate an inclusive environment providing equal opportunities for learning.

Your Feedback of good practice Group 2:

Your Feedback of good practice Group 3:

- Equality is about ensuring everybody has an equal opportunity and is not treated differently or discriminated against because of their characteristics.
- Diversity is about taking account of the differences between people and groups of people and placing a positive value on those differences.
- As a teacher, during the activities and projects, the students with special needs are working with diverse member of group to make them feel they are equal to their peers. It is also knowledgeable to them.
- Additionally, they feel confident and motivated to finish the task.
- Another example, when engaging families and communities to participate by creating safe and welcoming space for everyone.

Checklist of questions for teachers on equality and diversity in the classroom:

Lesson Planning



- ✓ Have you incorporated a range of learning styles into your planning?
- ✓ Is the diversity of your students reflected in your lesson plans?
- ✓ Is your learning environment set up to be accessible to all students?
- ✓ Is the language in your learning materials non-racist/sexist/discriminatory?
- ✓ Do you review your resources/lesson plans regularly?



Policies and Procedures

- Have you provided clear instructions on how people should be treated?
- Are all students treated equally?
- Do any school policies and procedures discriminate against anybody?
- Are negative attitudes actively challenged?



Lesson Delivery

- Do you provide immediate support for all students in need of extra help?
- Do you create and promote an all-inclusive environment for students?
- Do you utilise a range of assessment methods?
- Do you provide a range of teaching methods?
- Do you promote multiculturalism in lessons?



Resources

- Are your teaching resources adapted into audio/braille/large print wherever necessary?
- Do your resources use multicultural themes?
- Do you actively avoid using stereotypes in classroom resources and examples?
- Do all students have equal access to participation and opportunities?



Classroom activities to promote equality and diversity

- Do you strive to include diversity in your various teaching methods?
- Do you actively reference and use examples from different traditions, cultures, and religions?
- Are you doing your best to challenge society's stereotypes?



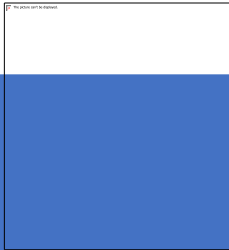
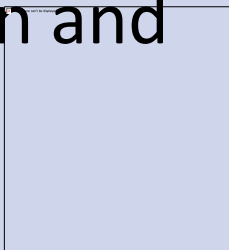
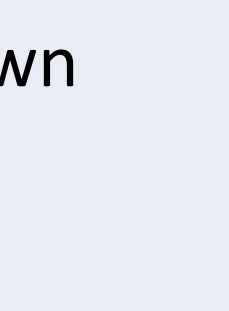
Have we met our objectives?

- After today's lesson can you:
- 2.3 – Analyse the importance of using feedback from different sources to inform reflective practice
- 2.4 – Assess the extent to which own practice is inclusive and promotes equality and diversity

Yes, No, Maybe

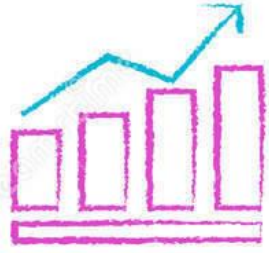


Unit 2 reflective practice 2 – We have completed:

Chapter 1	Understand reflective practice	
Chapter 2	Know how to reflect on own education and training practice.	
Chapter 3	Be able to use reflection to support own professional development.	

Lesson Objective- Task 3

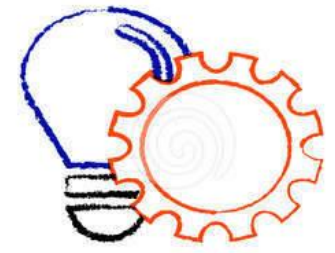
- This chapter is all about you.
- 3.1 – Identify goals to improve own practice
- 3.2 -Review and update action plans to address outcomes of reflection
- 3.3- Review the effectiveness of newly acquired knowledge and skills on practice.
- 3.4 Use technologies and resources to keep own practice up to date.
- 3.5 Share knowledge, skills and improvements to practice with colleagues where it is likely to be of benefit.



IMPROVEMENT



STRATEGY



IMPLEMENTATION

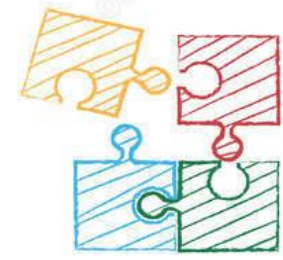
ACTION PLAN



TARGET



SCHEDULE



COLLABORATION

Action Planning and reflection

Action planning

To achieve your goals, it doesn't matter how much 'insight' you might have gained through mentoring or through completing the personal development and self-awareness activities, you will need to **plan to take realistic steps** towards your goals otherwise nothing much is likely to change ...

Using an Action Planning Sheet is helps you **capture your thoughts and any 'insights'** that you might have had during the mentoring session, reflecting on them and planning:

- what **actions** do you commit to taking?
- what will indicate that you have successfully **completed** these actions?
- and **when** will you complete these actions?



3.1 3.2 is included
in your action plan



Action planning – making it happen! What are your three key **INSIGHTS** from this session/today?

1. _____

2. _____

3. _____

Date:

What ACTIONS do you commit to taking?	What will indicate that you have successfully COMPLETED these actions?	WHEN will you complete these actions?

Writing an action plan



Specific elements that are common to writing an action plan:

- you need to **set yourself targets**,
- **identify the next steps** you need to take to achieve these targets
- **decide on success criteria** that will tell you that you have achieved your target.



Targets:

Working as a teacher means that you will have to consider a wide range of complex factors that are at play in your classroom.

- ✓ consider all areas and aspects of your work, such as subject knowledge, lesson planning and preparation, assessment and feedback, behaviour and classroom management, teaching, for example.
- ✓ The targets that you set need to be SMART (specific, measurable, achievable, realistic and relevant, time-related), for you to be able to work towards them in a systematic and meaningful way.



SMART Goal Worksheet

Name: _____ Date: _____

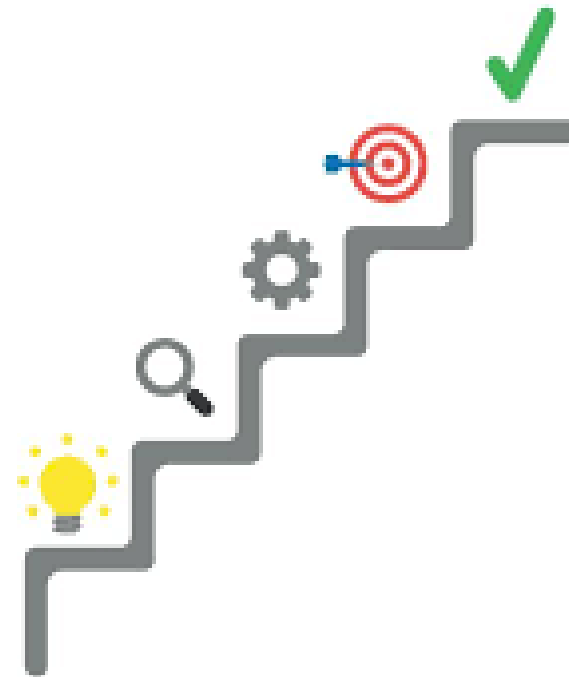
Goal to Meet	Add text
Is it Specific? S	Add text
Is it Measurable? M	Add text
Is it Attainable? A	Add text
Is it Relevant? R	Add text
Is it Timely? T	Add text
SMART Goal	Add text

Next steps:



Consider which actions you need to take in order to achieve this target.

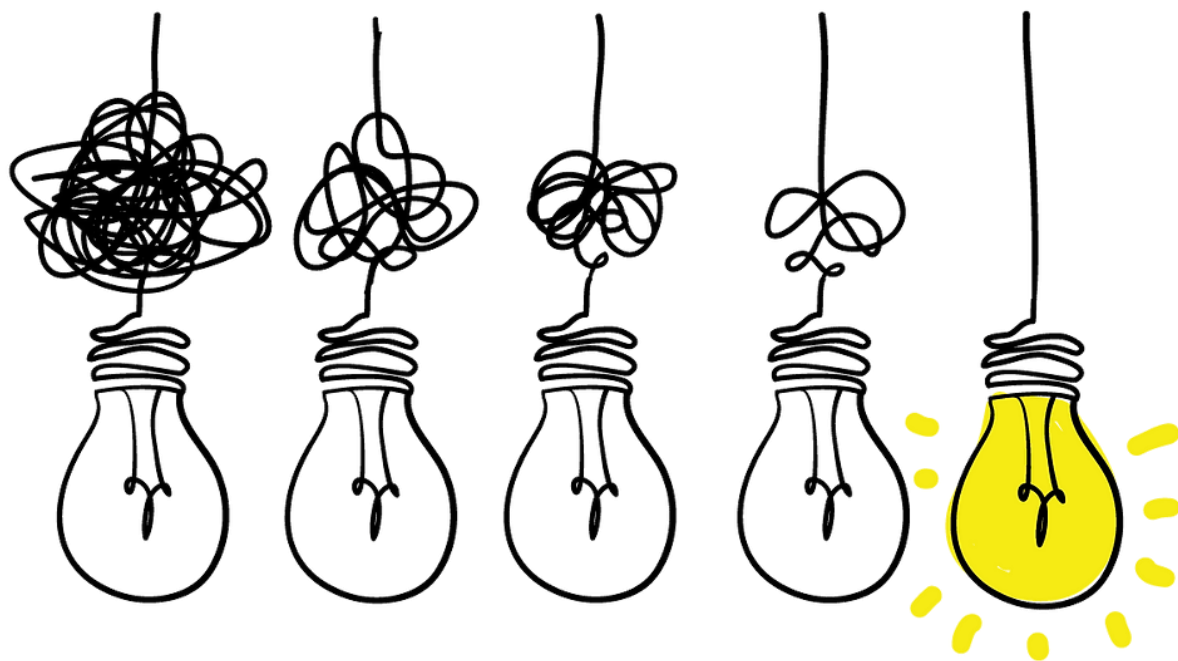
- ✓ for example, your target relates to subject knowledge, then reading relevant course books may be one way of improving your subject knowledge.
- ✓ For other targets you may need to attend training sessions or ask colleagues for help.
- ✓ It does not matter which measures you need to undertake to achieve your target, you just need to be sure that you know how to achieve your targets, and if you do not, then you need to seek help from others.



Success criteria:



- ✓ The only way to be able to judge whether or not you have achieved your target is to measure your achievement against success criteria.



Action Plan

	Targets	Next steps	Success criteria
Subject knowledge and pedagogy			
Planning and preparation			
Teaching			
Assessing, monitoring and providing feedback			
Behaviour for learning, learning environment			

3.4 Use technologies and resources to keep own practice up to date



- What technology, software, apps do you apply to own teaching?

Kahoot, Flipgrid, Whiteboard

- How do you access technology to develop own skills?
- Online training

- Example

- In order to develop my own skills as a teacher, I read up interesting information on sites like Google and Pinterest which are a boon in disguise for all teachers. Sometimes, when there is a weekly theme, and I require a new and innovative art and craft activity, I search it up on Pinterest.
- I use TWINKL to access up to date teaching resources....

3.5 Share knowledge, skills and improvements to practice with colleagues where it is likely to be of benefit.

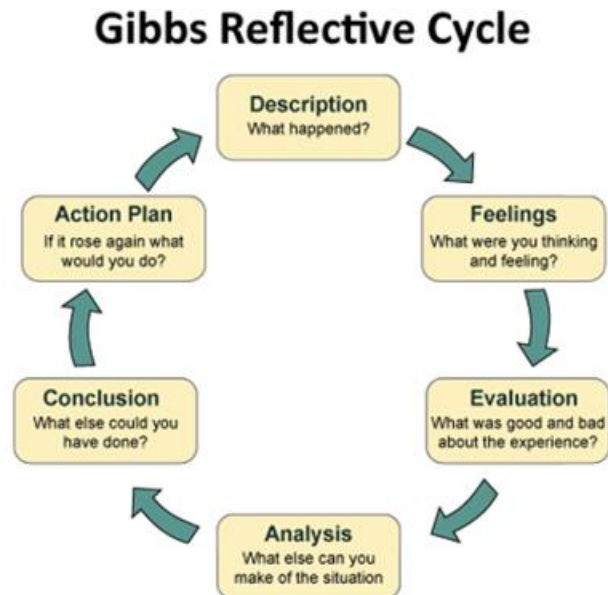
- How have you shared the new knowledge and skills you have learnt with your colleagues?
- Example – You have completed training in supporting a child with SEN in the classroom, did you deliver this new knowledge to your team? Maybe you gave handouts to team members which include good tips so they can use these as well/

Points to remember

- If you include an image in your assignment, this would also need to be explained.



- Gibbs reflective cycle ensures the teacher reflects on own teaching by reflecting on what happened, how this made the teacher feel, the teacher could reflect on changes that could be made, and how this would support own role. How will the teacher put these changes in place, an action plan can be implemented.



Unit 2 reflective practice – We have completed:

Chapter 1	Understand reflective practice	
Chapter 2	Know how to reflect on own education and training practice.	
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Any Questions ?

