

University of Roehampton

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Using the evidence portfolio to reflect on your teaching experience:

The most effective teachers are the most reflective teachers. Use the evidence portfolio to reflect on your learning.

Successful teachers share their lesson resources and learn from those shared by others. Use the evidence portfolio to share with your peers.

Following recommendation for QTS, you will enter the profession as a newly qualified teacher, and you will be expected to document your professional progress. Use the evidence portfolio to prepare yourself for joining the profession.

As part of your PGCE course, we need you to reflect on your progress against each of the Teaching Standards. NB please read the whole booklet; we expect you to start your portfolio with part 2, then TS7 and so on. You are not expected to write about each TS in order. This will give you an opportunity to demonstrate what you have achieved and to show us that you have deepened your professional understandings over the course of the year. If there is another lockdown during the course, we can use your evidence portfolios as evidence when we finalise our decisions about awarding Qualified Teacher Status, so it is vital that you complete this work.

The first PS directed task on 4th September introduces the portfolio. A few of you might still be waiting to access Moodle at this point, so rest assured you will be able to add this task in due course. Students tell us at the end of the course how valuable it is to reflect using the portfolio. Don't worry if your evidence portfolio starts slowly or you are not quite sure what to share. This is expected, we will help; it will build over time.

Your Subject Studies tutor will be able to give you specific guidance on your evidence portfolio. They will explain how the portfolio works alongside Abyasa, completed in school. You will be invited to post directed tasks and responses from sessions to your evidence portfolio at times.

KEY DATES

Your tutor will check that you are building your evidence portfolio at the following points:

16th September 2020 part 2 of TS, (PS directed task 4th September)

14th October 2020 TS7 (other posts vary by subject)

6-8th January 2021 TS1

24th March 2021 TS2, 3, 4, 6, 8

11th June 2021 deadline for completion including TS2, 5, and revisit part 2

Standard	Prompts and suggestions
PART ONE	Remember, no names of students, teachers or schools please.
1. Set high expectations which inspire, motivate and challenge pupils (Begin work on TS1 in January 2021)	<p>Stage 1 Selection What did you learn from your primary observation that will help you to have high expectations of Year 7? Re read the booklet you completed, save it as a pdf so you can attach it to your blog.</p> <p>Stage 2 Blog on Moodle In about 150-200 words sum up the most important aspect for you. It could be about the creation of a positive learning environment, through talk, perhaps. It could be the high expectations of written work or independent learning that you saw. Briefly explain what you intend to do differently with y7 now you know better what year 5&6 can do...</p> <p>Stage 3 Comments Make Moodle into even more of a community of practice. Invite someone to comment on your blog. These comments should be positive, professional and appreciative. Everyone blogs, everyone shares and everyone comments. If you try something new, tell us what the impact was via a comment.</p> <p>And repeat: if you are focusing on challenge for your PS assignment, you will have some teaching and learning strategies to share relevant to TS1, so you could add another post.</p> <p>Blog: In about 250-300 words, sum up the most important aspect of setting high expectations. It could be about the creation of a positive learning environment, through talk, perhaps. It could be your high expectations of written work or independent learning that you have seen. Can you give your own example of where you believe you have inspired, motivated or challenged pupils, either whole class or individually?</p> <p>Question to deepen your thinking: The best way to achieve high expectations in a classroom is solely through good behaviour management. To what extent do you agree with this statement?</p>

<p>2.Promote good progress and outcomes by pupils</p> <p>Jan-Feb 2021</p>	<p>Blog: Choose a lesson plan, lesson materials or anonymised pupil responses that show how you enabled pupils to make good progress.</p> <p>The blog post could explain how you enabled pupils to learn, when perhaps what they needed to learn was difficult. It might explain how you built on earlier work, or how you encouraged pupils to work more independently. It might explain what progress looks like in an aspect of your subject... is learning visible?</p> <p>Question to deepen your thinking: Your role as a teacher is to ensure all pupils make good or better progress. Which of the other standards (specify 3) do you feel are the most important in ensuring this progress takes place?</p>
<p>3. Demonstrate good subject and curriculum knowledge.</p> <p>Feb-March 2021</p>	<p>Blog: Do you love the subject you teach? Are you in your element when teaching it? Perhaps there is a particular aspect of your subject you think is fundamental to it? Are you on a mission to eradicate a particular misconception, or to inspire others perhaps in the way a great teacher inspired you? Choose an aspect of the curriculum that matters to you. Share a scheme of work or lesson plan and resources, and in the blog posting, share the love. WHY does it matter to YOU and why should it matter to your pupils?</p> <p>Question to deepen your thinking: What happens to your teaching when you are struggling with an aspect of your subject knowledge? Can you explain how you develop subject knowledge?</p>
<p>4. Plan and teach well structured lessons</p> <p>November 2020 and March 2021</p>	<p>Blog: Choose a lesson that you and your mentor thought was successful. Share the plan, evaluation, and any resources.</p> <p>Compare and contrast a lesson from the first couple of weeks of your teaching with one from the final couple of weeks.</p> <p>Questions to deepen your thinking: What had you considered in the second lesson which you had not in the first? What does this say about your development as a teacher?</p>
<p>5.Adapt teaching to respond to the strengths and needs of all pupils</p>	<p>Blog: Share strategies you have used to stretch the most able and supported those with SEND or EAL. Use the following to help structure this post:</p>

	<p>decision to use a specific strategy in response to students' behaviour (N.B. this does not have to be misbehaviour). Explain how this enabled you to maintain authority and a good relationship with students.</p> <p>Question to deepen your thinking:</p> <p>The actions of the teacher are more important than the actions of the pupils in determining a positive learning environment. How far do you agree with the above statement?</p>
<p>8.Fulfil wider professional responsibilities</p> <p>Jan-March 2021</p>	<p>Blog:</p> <p>Choose an example of your work with others, for example as a form tutor, or collaboration with a TA, or some extracurricular activity or visit. In about 250-300 words, sum up how this enabled you to demonstrate your role in school beyond being a subject teacher.</p> <p>Question to deepen your thinking:</p> <p>How did your relationship with pupils improve as a result of extra-curricular or pastoral activities with in your school?</p>
<p>PART TWO Demonstrate consistently high standards of personal and professional conduct</p> <p>September 2020</p>	<p>Getting started: reflecting as a professional</p> <p>Read: https://efs.weblogs.anu.edu.au/files/2018/01/Moon-on-Reflective-Writing.pdf</p> <p>Choose something memorable from your schooling and write a 300-500 word reflective piece (use the above website to understand what reflective writing is before you start). Email your tutor with the text in the body of the email (not as an attachment). When you are able to access moodle, upload this to both the PS site and copy to your e-portfolio.</p>
<p>June 2021</p>	<p>Choose what you reflect upon here very carefully.</p> <p>What does professionalism mean to you now that you are about to qualify as a teacher?</p> <p>How have you supported the ethos of your school and enabled pupils to understand better the values of the society in which they are growing up?</p>

Next steps

When you have completed your reflections in your evidence portfolio, you will be able to plan forward by completing a document about **beginning your career in teaching** (BYCIT for short) which will be shared with the school in which you complete your NQT year. By reflecting thoughtfully on your progress against each Standard at the end of the course, you will be able to set your BYCIT targets with more confidence.