



## 2.1.1 Creating a positive learning environment in my classroom

Guided reflections in the first quarter: \_\_\_\_\_(date)

1. What factors in your classroom context reflect a 'positive learning environment' and enable effective individual and group learning? Why do you say so?

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2. How do you think you could improve the learning environment in your classroom that enables productive individual and group learning? List these ways below.

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3. How are you able to assess whether all of your learners participate actively in teaching and learning activities in your classroom?

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4. What could you do to encourage more active participation by all your learners in your classroom context?

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5. What are some of the strategies that you use for managing learners in your classroom?

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6. How effective are these strategies and what could you do to improve classroom management?

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7. What are some of the strategies that you use to promote a sense of respect and responsibility towards others?

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8. In which ways could you improve the learning environment in your classroom?

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## 2.1.3 Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections creating a positive learning environment in your classroom. You might want to include:

- ☞ A floor plan of your classroom to motivate for the creation of a positive learning environment;
- ☞ Photographs or a sketch of your learners at work that reflects a positive learning environment;
- ☞ Some examples of learners' engagement in classroom activities;
- ☞ Examples of negotiated 'classroom rules' that outlines classroom management strategies used in your classroom;
- ☞ Examples of the school rules and how you have used these to support classroom management;
- ☞ A report from one of your colleagues or your immediate supervisor that attests to the creation of a positive learning environment in your classroom;
- ☞ Other documentation that might support your reflections on the learning environment created in your classroom.

Remember to date these pieces of evidence, so as to reflect any changes that you have made in your classroom to improve the learning environment.



## 2.2.1 Knowledge the of the curriculum and learning programmes in my Learning Area

Guided reflections in the first quarter: \_\_\_\_\_ (date)

Please note: for reflections on this aspect of your professional practice, it might be necessary for you to select one or more learning activity used in your classroom as a focus.

1. Describe briefly one or more learning activity used in your classroom.

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2. Which Learning Area were you addressing through this / these learning activities? Include the lesson plan / notes that integrate these learning activities in your pocket of evidence.

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3. How does the theme / skills / competences / content of the learning activities relate to the Learning Area noted above?

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4. How were you able to use your own knowledge to advance the knowledge of your learners?

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5. What are some of the learning techniques and strategies that you have used in your classroom to promote the acquisition of skills and knowledge, critical thinking and problem solving?

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6. Describe how these activities have contributed to the acquisition of skills and knowledge and critical thinking and problem solving.

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## 2.2.3 Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on your knowledge of the curriculum and Lesson Plans in your Learning Area. You might want to include:

- ☞ Documentation detailing the Lesson Plan – if you have for example, written down some notes to guide your teaching or if you have formally written out a lesson plan, you might want to include this here. You might also want to include two Lesson Plans developed sequentially to indicate any improvements in the second round of reflections;
- ☞ Some examples of activities that reflect opportunities for acquiring basic skills and knowledge and promotes critical thinking and problem solving;
- ☞ Some examples of learners' work that reflects their learning, for example, group exercises or activities, individual exercises; ☞ A report from one of your colleagues or your immediate supervisor that attests to your knowledge of the curriculum and Lesson Plans;
- ☞ Other documentation that might support your reflections on knowledge of the curriculum and Lesson Plans.

Remember to date these pieces of evidence, so as to reflect any changes that you have made to improve teaching and learning in your Learning Area.



## 2.3.1 Planning, preparation and presentation of learning activities

Guided reflections in first quarter: \_\_\_\_\_ (date)

1. Describe the processes that you use in planning learning activities? Include in your portfolio a copy of a typical learning activity plan that you have used.

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2. Are there any ways in which you could strengthen the process of planning for learning activities?

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3. Describe how these learning activities fit into a broader Lesson Plan, commenting on previous lessons on which it has built and lessons through which follow up activities will be undertaken.

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4. Did you experience any challenges in implementing the learning activities that you have planned? If so, describe these and comment on ways in which you can overcome the challenges in future.

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5. Do you have any system of recording your planning of learning activities? Describe this process clearly.

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6. Are there any areas in planning, preparation, presentation and management of learning activities that in your opinion requires added attention? Note these and consider ways in which you can address these areas requiring further development.

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### 2.3.3 Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on planning, preparation, presentation and management of Lesson Plans. You might want to include:

- ☞ A lesson plan that reflects the process of planning that you engage with. You might want to include two Lesson Plans developed sequentially to indicate any improvements to planning in the second round of your reflections.
- ☞ A written self-evaluation of a lesson implemented and taught, reflecting its links to former lessons and following lessons.
- ☞ Examples of planning at a macro (Learning Programme) and meso (Work Schedule) level that reflects the integration of Lesson Plans within a broader Learning Programme framework.
- ☞ A report from one of your colleagues or your immediate supervisor that attests to thorough processes of planning, preparation, presentation and management of learning activities.
- ☞ Other documentation that might support your reflections on planning, preparation, presentation and management of Lesson Plans.

Remember to date these pieces of evidence, so as to reflect any changes that you have made to improve planning, preparation, presentation and management of Lesson Plans.

## 2.4.1 The selection, adaptation and use of teaching and learning support materials



Guided reflections in first quarter: \_\_\_\_\_ (date)

Please note: for reflections on this aspect of your professional practice, it might be necessary for you to select one example of a learning and teaching support material that you have used in your teaching.

1. Describe the resource briefly.

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2. Through which source / s did you access the resource?

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3. Describe briefly the learning activity within which you have used the resource and how you used this resource.

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4. What motivated you to use this resource in the way that you did and in relation to the learning activity that you describe above?

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5. Describe the relevance of this resource relative to the Learning Area and learning activity in which you used it.

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6. Were learners able to engage in any way with the resource during the lesson to enhance their learning experience? If so, how?

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### 2.4.3 Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on the selection, adaptation and use of learning and teaching support materials. You might want to include:

- ☞ A copy of the resource;
- ☞ A copy of the lesson plan or notes on the lesson within which you used the resource;
- ☞ Any adaptations that you have made to the resource;
- ☞ Examples of how learners have engaged with the resource;
- ☞ Other documentation that might support your reflections on selecting, adapting and using learning and teaching support materials.

Remember to date these pieces of evidence, so as to reflect any changes that you have made to improve the selecting, adaptation and use of learning support materials.



## 2.5.1 Monitoring and assessing learner progress and achievement

Guided reflections in the first quarter: \_\_\_\_\_ (date)

1. What are some of the assessment methods and activities that you use in your classroom? Include some examples of assessment tasks in your pocket of evidence.

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2. How do these methods and activities link to the Assessment Standards defined in your Learning Area? Include some assessment tasks that reflect the links to Assessment Standards in your Learning Area in your pocket of evidence.

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3. How are learners provided with feedback on assessment processes, methods and activities? Provide some examples of evidence through which learners' are provided with feedback on assessment in your pocket of evidence.

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4. Why have you chosen this / these forms of providing feedback?

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5. In your classroom context, how do you address the issue of learners' not achieving competence relative to some of the Assessment Standards?

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6. How do you manage some learners achieving competence and others not achieving competence relative to some of the Assessment Standards that you are assessing?

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7. What records of assessment do you keep? Include in your pocket of evidence some examples of records held on assessment.

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8. How do you use these records?

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### 2.5.3 Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on monitoring and assessing learner progress and achievement. You might want to include:

- ☞ An assessment plan relative to a lesson plan that you developed and taught. You might want to include two assessment plans developed sequentially to indicate any improvements in assessment methods and processes.
- ☞ Some examples of assessment activities that you have developed as part of your assessment plan.
- ☞ Some examples of learners' work in relation to the assessment activities noted above.
- ☞ Some examples of feedback provided to learners on their engagement in assessment processes.
- ☞ Some examples of assessment outcomes documented and recorded.
- ☞ Other documentation that might support your reflections on monitoring and assessing learners' progress and achievements.

Remember to date these pieces of evidence, so as to reflect any changes that you have made to improve monitoring and assessing learner progress and achievements.

## 2.6.1 Human relations in the school environment



Guided reflections in the first quarter: \_\_\_\_\_ (date)

1. Describe some of the ways in which you have attempted to respond to learners' needs in the school environment.

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2. How would you describe your interaction with learners in the school context?

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3. What are some of the opportunities that you have for interaction with the parents of learners in your school?

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4. How would you describe the nature of these interactions with the parents of the school?

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5. How do you think these interactions contribute to or support learners' learning and progress at school?

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6. How would you describe interactions between colleagues in your Learning Area / phase / grade group in your school?

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7. How do these interactions shape / influence the work that you do in the school context?

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8. How do you think supportive interactions amongst colleagues in your school could be enabled?

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## 2.6.3 Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on human relations in the school environment. You might want to include:

- ☞ Documentation that supports your reflections on your interactions with learners, parents and colleagues. This might include for example, letters of references, letters attesting to your character and interactions with others, reports or articles on interactions with learners, parents and colleagues.







### 2.7.3 Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on your contribution to school development. You might want to include:

- ☞ Documentation that supports your reflections on contributions made to the development of the school, for example, programmes and policies developed and managed.







## 2.8.3 Pocket of evidence

In this pocket of evidence you might want to include some of the documentation that relates to your reflections on participation in extra and co-curricula activities. You might want to include:

- ☞ Evidence that reflects your participation in extra-curricula and co-curricula activities, for example, meeting minutes, activity reports, sporting logs, etc..
- ☞ Evidence that reflects the development of learners, for example, newspaper articles of events and activities, awards received, etc.
- ☞ Evidence that reflects opportunities for leadership and guidance in various school activities.
- ☞ Examples of your own administration and organisation within these extra- and co-curricula activities.

Remember to date your evidence. This could be the date on which you included the evidence into your portfolio, to show any progression in your professional practice.