The Teaching Portfolio

The Teaching Portfolio consists of two parts: (1) The Learning Portfolio and (2) Pedagogical CV.

The Learning Portfolio	The Pedagogical CV

A. Personal Statement (developed during "Tools od reflective practice" in preparation)
 	
  1. Experiences of learning languages
  2. Experiences of learning content in a second/foreign language
  3. Experiences of teaching
  4. What are your strengths as a teacher
  5. What are your weaknesses as a teacher
  6. What are your personal goals for the course
 	
B. Portfolio areas:
subject matter, pupil learning, individual needs and learner autonomy, instructional strategies, planning instruction, learning environment, assessment, communication, reflection and professional development, collaboration ethics and relationships
	1. Resume
	2. Teaching Philosophy
	3. Teaching context
	4. Portfolio areas and selected exemplars based on the Learning Portfolio (under construction)

1. **The Learning Portfolio focuses on the process. It is developed by student teachers, moderated by academic teachers and portfolio coordinator. It is linked to the modules and courses.**

Description

The Learning Portfolio is a document created by student teachers during their studies in the Graduate Program in Teaching English to Young Learners offered at the University of Warsaw. It is a tool created to help student teachers reflect on their past and present experiences. The idea behind creating the Learning Portfolio is to present the process of learning to teach as cumulative and indicating that varied experiences lead to the development of teaching skills, including student teachers' own learning and teaching experiences. The Learning Portfolio is designed to allow student teachers to document

this process. Multiple courses as well multiple experiences can help student teachers develop particular areas needed to become effective teachers.

The Learning Portfolio is a student teacher individual work. It is created with the help of other students, cooperating teachers, and course instructors. This tool is focused on reflection. It is important to remember that an initially poorly designed lesson or activity developed for a particular course could become an important portfolio artifact. The same lesson or activity, changed and improved by a student teacher, possibly with the help of the instructor, the cooperating teacher or classmates' feedback and further accompanied by the student teacher's insightful reflection might become a valuable portfolio entry.

In order to organize the Learning Portfolio we have identified 10 general areas as essential for a language teacher working with young learners in a variety of contexts, including CLIL and bilingual settings.

These areas were based on various documents which guide the process of teacher education worldwide and were adapted for our program purposes. Some specific documents which were the basis for the Portfolio include: The European Profile for Language Teacher Education, The INTASC standards[1], Minnesota Standards of Effective Practice for Teachers, European Framework for CLIL Teacher Education, Polish Standards of Teacher Education, European Portfolio for Student Teachers of Languages.

1. **The Learning Portfolio**

A. Personal Statement (developed during "Tools od reflective practice" in preparation)

   a. Experiences of learning languages
   b. Experiences of learning content in a second/foreign language
   c. Experiences of teaching
   d. What are your strengths as a teacher
   e. What are your weaknesses as a teacher
   f. What are your personal goals for the course

B.   Learning Portfolio Areas:

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[1] Wyjaśnienia w przypisach

The Learning Portfolio Areas

The Learning Portfolio areas include the following areas: subject matter, pupil learning, individual needs and learner autonomy, instructional strategies, planning instruction, learning environment, assessment, communication, reflection and professional development, collaboration ethics and relationships. Each area is described by the main descriptor and the list of additional descriptors which provide guidelines to further directions of students' development. These areas

Subject matter: Student teachers will demonstrate understanding of the essential concepts, tools and structures of the fields taught and be able to create learning experiences that make these aspects of subject matter meaningful for children.

Some possible directions of student teachers' development in this area are the following:

> ❖ Understanding major concepts, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught
> ❖ Using multiple representations and explanations of subject matter concepts to capture key ideas and link them to children's background knowledge
> ❖ Using various viewpoints, theories, ways of knowing, and methods of inquiry in teaching children
> ❖ Evaluating teaching resources and materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts to young learners
> ❖ Developing and using programs, that encourage pupils to understand, analyze, interpret, and apply ideas from varied perspectives
> ❖ Designing interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas (language and content integration)
> ❖ Connecting disciplinary knowledge to other subject areas and to everyday life

Pupil learning: A student teacher will understand how children learn and develop and should provide learning opportunities that support children's cognitive, social, emotional, personal, and linguistic development.

Some possible directions of student teacher development in this area are the following:

> ❖ Understanding how young learners internalize knowledge, acquire language skills, and know how to use instructional strategies that promote children learning

- ❖ Understanding that a child's physical, social, emotional, moral, and cognitive development influences learning and knowing how to address these factors when making instructional decisions
- ❖ Understanding developmental progressions of children and ranges of individual variation within the physical, social, emotional, moral, cognitive domains, be able to identify levels of readiness in learning
- ❖ understanding how development in any one domain (for example linguistic, or content area) may affect performance in others
- ❖ Using a student's strengths as a basis for growth, and a student's errors as opportunities for learning
- ❖ Designing developmentally appropriate instruction that meets the pupils' current needs in the cognitive, linguistic, social, emotional, moral, and physical domains
- ❖ Linking new ideas to familiar ideas; making connections to a child's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encouraging pupils to assume responsibility for shaping their learning tasks
- ❖ Using pupil's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of children thinking

Individual needs and learner autonomy: **A student teacher will understand how children differ in their approaches to learning and create instructional opportunities that are adapted to children's needs.**

Some possible directions of student teacher development in this area are the following:

- ❖ Understanding and identifying differences in approaches to learning and performance, including varied learning styles and multiple intelligences, and knowing how to design instruction that uses children's strengths as the basis for continued learning
- ❖ Knowing about areas of possible exceptionality in learning, including learning disabilities, and special physical or mental challenges, gifts, and talents
- ❖ Knowing about the process of second language acquisition and about strategies to support the needs of individual pupils
- ❖ Identifying and designing instruction appropriate to the individual pupil's stages of development, learning styles, strengths, and needs;
- ❖ Using teaching approaches that are sensitive to the varied experiences of students and addressing different learning styles

- ❖ Bringing multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms
- ❖ Appling technology resources to enable learners with diverse backgrounds, characteristics and abilities.
- ❖ Identifying when and how to access appropriate services or resources to meet exceptional learning needs
- ❖ Evaluating and selecting a variety of activities which help learners to reflect on their existing knowledge and competences
- ❖ Guiding and assisting learners in setting their own aims and objectives and in planning their own learning

Instructional strategies: A student teacher will understand and use a variety of instructional strategies and methods to encourage the development of linguistic abilities, critical thinking and problem solving skills.

Some possible directions of student teacher development in this area are the following:

- ❖ Understanding principles and techniques, along with advantages and limitations, associated with various instructional strategies regarding early language teaching
- ❖ Supporting the learning of the language system such as grammar, vocabulary and pronunciation
- ❖ Supporting the development of the four language skills: speaking, writing, listening and reading
- ❖ Supporting the teaching of culture and knowing its relationship with language
- ❖ Understanding how the first language can support additional language learning
- ❖ Demonstrating flexibility in the teaching process as necessary for adapting instruction to children's responses, ideas, and needs
- ❖ Designing teaching strategies and materials to achieve different linguistic instructional purposes and to meet needs including developmental stages, prior knowledge, learning styles, and interests
- ❖ Using multiple teaching and learning strategies to engage children in active learning opportunities that promote the development of linguistic abilities, critical thinking, problem solving
- ❖ Using multiple teaching and learning strategies to engage pupils in activities which promote communication and develop communication strategies
- ❖ Evaluating and using a variety of activities to practice pronunciation

❖ Adjusting the instructional process to address the content and purposes of instruction and the needs of children
❖ Developing a variety of clear, accurate presentations to assist students' understanding and present varied perspectives (language and content appropriate)
❖ Using educational technology to broaden children's knowledge to deliver instruction to students at different levels and learners' needs
❖ Developing, implementing, and evaluating lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

Learning Environment: A student teacher will understand and use a variety of instructional strategies to encourage children's linguistic, critical thinking, and problem solving.

Some possible directions of student teacher development in this area are the following:

❖ Understanding human motivation and behavior and drawing from the foundational sciences of psychology, second language acquisition to develop strategies for organizing and supporting individual and group work
❖ Knowing how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations
❖ Understanding the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom
❖ Establishing a positive and safe climate in the classroom and participate in maintaining a positive climate in the school as a whole
❖ Establishing peer relationships to promote learning
❖ Using motivational strategies that are likely to encourage continuous development of individual learner abilities
❖ Designing and managing learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities (practicum)
❖ Engaging students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning

❖ Maximizing the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals

❖ Developing expectations for student interaction and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning

❖ Analyzing the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and

❖ Organizing, and preparing students for, and monitoring independent and group work that allows for effective participation of all individuals.

Planning Instruction: A student teacher will demonstrate the ability to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Some possible directions of student teacher development in this area are the following:

❖ Understanding learning theory, subject matter, national curriculum, and student development and knowing how to use this knowledge in planning instruction to meet curriculum goals

❖ planning instruction using contextual considerations that bridge curriculum and pupil experiences

❖ creating syllabi for instructional programs that accommodate a variety of learning contexts

❖ setting aims and objectives for instruction during individual lessons and for longer teaching segments

❖ creating short-range and long-range plans that are linked to children language levels and needs

❖ planning instructional programs that accommodate individual student learning styles

❖ designing lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to ensure progress in both language and content areas

❖ planning includes appropriate lesson phases and time management

Assessment: **A student teacher will be able to understand and be able to use formal and informal assessment strategies to evaluate language and content knowledge, and ensure the continuous intellectual, social, linguistic and physical development of the pupil.**

Some possible directions of student teacher development in this area are the following:

- ❖ understanding the characteristics, functions, purposes, advantages, and limitations of different types of summative and formative assessment
- ❖ analyzing learners' errors and identifying the processes that may cause them with references to appropriate attainment and/or achievement descriptors to students, parents or guardians, and other colleagues.
- ❖ selecting, constructing, and using language assessment strategies, and instruments appropriate to the learning outcomes that are being evaluated
- ❖ designing assessment procedures appropriate for CLIL instruction
- ❖ implementing students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;
- ❖ using assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities
- ❖ selecting and using assessment data and other information about student experiences, learning behaviours, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;
- ❖ using varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;
- ❖ monitoring teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;
- ❖ responsibly communicating student progress with references to appropriate attainment and/or achievement descriptors to students, parents or guardians, and other colleagues.
- ❖ understanding, planning, implementing and reflecting on various types of feedback and the impact they may have on teaching and learning.

Communication: **A student teacher will be able to use knowledge of effective verbal, nonverbal classroom communication to foster active inquiry, collaboration, and supportive interaction in the classroom. Student teacher is able to make decisions regarding the use of language for classroom and instructional purposes for effective communication and language instruction.**

Some possible directions of student teacher development in this area are the following:

- ❖ understanding communication theory, language development, and the role of language in learning
- ❖ knowing how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, stimulating curiosity, and helping students to question
- ❖ using effective communication strategies in order to convey ideas and information to children
- ❖ using classroom language which is conducive for effective communication and language learning
- ❖ using appropriate communication strategies to foster cooperation with school colleagues and parents

Reflection and Professional development: A student teacher will demonstrate himself/herself as a? reflective practitioner who continually evaluates the effects of their choices, and who actively seeks out opportunities for professional growth.

Some possible directions of student teacher development in this area are the following:

- ❖ knowing areas of research on teaching and resources available for professional development;
- ❖ understanding the role of reflection and self-assessment on continuous learning;
- ❖ continually seeking out the opportunities for their own development of language proficiency
- ❖ using classroom observations, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;
- ❖ using professional literature, colleagues, and other resources to support development as both a student and a teacher;
- ❖ collaboratively using professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;

Collaboration, Ethics and Relationships: A student teacher will be able to communicate and interact with school professionals, parents or guardians, families and the community to support student learning and well-being.

Some possible directions of student teacher development in this area are the following:

- ❖ understanding schools as organizations within the larger community context
- ❖ understanding how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning
- ❖ understanding student rights and teacher responsibilities to equal and appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect
- ❖ supporting the cooperation with colleagues in order to plan and implement CLIL instruction
- ❖ collaborating with other professionals to improve the overall learning environment for students;
- ❖ consulting with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;
- ❖ establishing productive relationships with parents and guardians in support of student learning and well-being

2. __Pedagogical CV__

Pedagogical CV-aimed as a collection of teaching exemplars and artifacts demonstrating the teaching skills to supervisors, future employers and colleagues. Developed during the last semester and presented upon graduation. It is based on the selected materials which were partly developed for the Learning Portfolio. It is designed to create for others a portrait of yourself as a teacher. your beliefs and principles, your approaches and practices for teaching and management, evidence of your past accomplishments, plans for your future development, strengths and special interests, and so on—thus, allowing them to make evaluative decisions about your future. During this process of creating this self-portrait we hope that you continue to discover yourself as a teacher, therefore the process and reflection should also be documented. It includes teaching philosophy.

1. Resume
2. Teaching Philosophy

3. Teaching context
4. Portfolio areas and selected exemplars based on the Learning Portfolio (this part is under construction)

References:

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