

learning. Their leadership skills also improved as a result of a more student-led approach where they worked both as individuals and as groups to complete tasks. Furthermore, having experience teaching an EAL student has further highlighted the need to cater for all students in my lessons. Having noticed his difficulties in understanding the tasks, and by providing him with visual aids, his learning was enhanced as he began participating more effectively. Finally, the lack of importance placed on planning questions prior to each session became evident as I began solo teaching. Students commonly demonstrated a lack of understanding whilst undertaking tasks as I failed to implement formative assessment throughout my lessons. Nevertheless, by planning in more detail and by making a concerted effort to use more mini-plenaries in my lessons, students were continuously assessed throughout each lesson, improving their knowledge and understanding of the task being undertaken.

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Appendix 2



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