

**Student name: Shaima Obaid****ID number: H00292258****Professional development for teacher:**

A professional development plan will demonstrate the goals or the action that the person will take, in order to develop in a specific area. As a teacher having a PDP will benefit my education path. It will help to highlight the area's that I have to improve, and it will talk about the achievement that I was able to accomplish during my teaching practice. (Edutopia, 2008)

**introduction to the PDP setting:**

I am currently placed at the Al Ezza primary school. It is a public school and it's mixed as both boys and girls attend it from grade one to grade four. The building of the school is new, is located at Bani Yas near to Bawabat Al Sharq Mall which is a bit far from AD HCT campus. The school offers the students several facilities that they can use with the guidance of their teacher, for example, the swimming pool. The library is big and offers different books that will suit most student's level. In addition, it has a teacher's room and a nursery where teachers could bring their children. I was placed with three sections of grade two, both classes have 24 students, and I had the opportunity to work with Ms.Desiree who is from South Africa, a great teacher that I was able to learn from her how to effectively control the students, how to deliver an English class in different ways and much more. I had the chance to greet teachers I knew from last semester, as well to meet new teacher while I'm working with grade 2. The teachers in Al Ezza school are taking their job responsibly as they come on time for the class and they will have meetings after the school to plan weekly as a team.

Previously stated development needs		Personal development interests
MCT recommendations	MST recommendations	
<ul style="list-style-type: none"> <li>Praise students individually at the centers and say what you are praising (Year 4 sem 1)</li> <li>Praising specific tables watch your MST (Year 4 sem 1)</li> </ul>	<ul style="list-style-type: none"> <li>Plenary- give time for a short plenary to assess children knowledge and before starting next lesson (Year 4 sem 1)</li> </ul>	(Year 4 sem 1) <ul style="list-style-type: none"> <li>This practicum I was working on my action research, teacher voice. However, I heard several feedbacks from my MCT that my next step for my final year is to focus on praising the students</li> </ul>

		effectively. (why did I say good job)
--	--	---------------------------------------

**State your goal.**

**Main goal:** how could I motivate the students and give effective feedback using teacher voice?

Sub-goals:

- How can I use my voice as a behavior management tool.
- What is effective feedback, and how I can use it.
- The effect of feedback on the level of the students.

profession competency:

- Commitment to the profession
- Reflection
- Managing learning
- Implementing learning
- Assessment

Action to take/ profession competency	Time frame and Frequency	Evidence	Outcome*
<b>Action 1</b> <b>Commitment to the profession:</b>  Research what is a teacher's voice, why is it important to a teacher to have it, and the ways or the method to use a teacher voice in the classroom.	Before the teaching practice.	Website that I entered and read about teacher voice: <ul style="list-style-type: none"> <li>• <a href="http://www.educationworld.com/a_curr/voice/voice013.shtml">http://www.educationworld.com/a_curr/voice/voice013.shtml</a></li> <li>• <a href="https://www.write-out-loud.com/teachers-voice.html">https://www.write-out-loud.com/teachers-voice.html</a></li> </ul>	I learned that if a teacher had a lesson ready including activities and herself ready to present, but if she finds the students not listening or they are not interested in the lesson then she has to consider checking the impact of her teacher's voice. How could a teacher start to improve her teacher's voice, and her body language? How should a teacher's voice have expressions while talking and explaining, and how is a pause useful, and

			speaking slowly for the students to catch what a teacher is saying. (Susan, nd)
<b>Action 2 Reflection:</b>  Reflect on how giving effective feedback is related to the teacher voice.	Before going to teaching practice	Talking to my MCT after finishing semester 7 teaching practice. <b>Toke some notes:</b> <ul style="list-style-type: none"> <li>• My teacher voice is improving, and I can have different tone voice that will suit the situation.</li> <li>• I have to focus on praising the students individually, saying the reason of praising.</li> </ul>	I learned that I am cable of praising the students as group, however not effectively and I have to focus more in praising the students individually.  I was able to determine what to focus on during my current teaching practice, as it is an area that I need to improve.
<b>Action 3 Commitment to the profession:</b>  Research what is motivation, and effective feedback. How is it related to teacher's voice.  Research through the internet for resources that will assist me.	Before TP	<ul style="list-style-type: none"> <li>• <a href="https://www.collectionscanada.gc.ca/obj/s4/f2/dsk3/ftp04/nq31111.pdf">https://www.collectionscanada.gc.ca/obj/s4/f2/dsk3/ftp04/nq31111.pdf</a></li> <li>• <a href="http://singteach.nie.edu.sg/issue40-research04/">http://singteach.nie.edu.sg/issue40-research04/</a></li> </ul>	Teacher has the biggest part in motivating the students during the lesson as she/he will encourage them and involve them. She/he will give activities that will engage them and are suitable for their level. (Singteach, 2013)  Research has found that the enthusiasm of the teacher, and her tone is affecting how she/he give feedback. (Wood, 1998)

<p><b>Action 4</b> <b>Managing learning:</b></p> <p>Spoke to MCT Ms Josephine</p> <p>lesson observation with my MCT, after that had a small meeting</p>	<p>During the previous teaching practice (Sem 7)</p>	<p>I had a lesson observed by her, and then she gave feedback. (MCT observations 1&amp;2)</p> <p><b>Note from the meeting:</b></p> <ul style="list-style-type: none"> <li>I am weak or lacking the ability to motivate the students and giving them effective feedback, on their work.</li> </ul>	<p>I am capable of praising them as a whole group but I have to be specific and praise this particular student and say why did I say 'good job'.</p>
<p><b>Action 5</b> <b>Implementing learning:</b></p> <p>I told my MST that my focus goals for this TP.</p> <p>I told her that I will be focusing on how she is giving the students effective feedback, and how she motivate them.</p>	<p>During the teaching practice</p>	<p>I had a meeting with my MST.</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>She told to use class dojo as an effective praising tool, it will give the chance to write why they got a point. (for example, when I click on the point it will show one point for good listening)</li> </ul>	<p>I am aware of this program and I usually use it to praise children. As it's an effective tool to say why this student got a point or why is he good.</p>
<p><b>Action 6</b> <b>Assessments:</b></p> <p>Develop resources that will promote giving effective feedback</p>	<p>During the teaching practice</p>	<p>The students set in groups, so I created a table that will allow me to give points to each group, and I displayed it on the whiteboard.</p> <p>I was making sure to say why did I gave this group a point.</p>	<p>I was able to give the students effective feedback. For example, I praised a group by saying very good group 4 you finished your work, and all of you were able to stick the life cycle of a chicken correctly.</p>

**Reflecting on my action:****Action 1: Research (Commitment to the profession)**

After conducting the research, I learned what is a teacher's voice and that a teacher's voice is really important to have. I read a story of a teacher who was shouting at the students, but he got sick and couldn't use his voice for a while. He had a lesson and he started talking but he talked in a very calm voice as he didn't recover, and he kept stopping to drink water. The class was calm as the students were waiting for the teacher to talk, he was so surprised as he didn't scream but they were calm. Then he realized what is really 'teacher voice' and how could you get your students attention without screaming or asking them to be quiet. (Pulda, 2001)

**Action 2: Reflect on how giving effective feedback is related to the teacher voice. (Reflection)**

After discussing this matter with my MCT, I learned that I must focus more on learning how to praise the students effectively. She guided me and modeled how to give effective feedback. She stood and started saying 'good job Meera, your sitting beautifully on the carpet and your ready to learn. In addition to that she told me that it is important to have the correct voice tone while praising the students.

**Action 3: Research (Commitment to the profession)**

After conducting my research, I learned that motivation has a big part in the performance of students during the lesson. the teacher should make sure that she is praising the students and giving them confident of their work (Wood, 1998). In addition, it's important for the teacher to show that she's interested and to show expression in her voice tone while praising this student (Singteach, 2013).

**Action 4: Spoke to MCT Ms Josephine (Managing learning)**

I learned that I 'm able to use my teacher voice well, as I 'm not shouting, and I have the student's attention. However, I must focus more in praising the students individually as I am capable of praising them as a whole group but I have to be specific and praise this particular student and say why did I say, 'good job'. I think I am not cable of praising them individually because after they're finished their independent work most of them will come to me to correct and I will have someone calling me asking for help or just wanting a pencil or he\she finished. So, I was always in a rush and I forget to say the reason for giving them praise

**Action 5: Observe my MST (Implanting learning)**

I learned from my MST that there are several ways that I can use in giving effective feedback. for example, I can use Class Dojo (program) that will help to specifically say why did I praise this student. I can have a weekly praising system, preparing rewards for students that were good through the whole week. In addition, I will say why did I give them a point 'he was listening and doing his work' 'she wrote excellent sentences about our theme for this week' 'she was trying hard to listen to the teacher and wanted to participate'.

**Action 6: Develop resources that will promote giving effective feedback (Assessments)**

I was able to create a table that allowed me to give points to each group, this helped me to focus on praising the team work and praising the students as groups. I found this tool is helpful as it's manageable, so if the group is doing good they will have a point and at the end of the week the group that has the most points will have a small reward. (pencils, stickers, erasers)

**final reflection:**

Having a good teacher voice will benefit the teacher. I learned that a teacher voice could be used as a learning tool as a teacher should explain the lesson with expression, voice and excitement. A teacher voice as well could be used as behavior tool as the teacher will change her tone depending on her emotion so if she saw a good behavior then she will talk and a happy tone and vice versa for a bad behavior. In addition, being able to give effective feedback is an important aspect for a teacher to have, because it will encourage the students to give their best during the lesson. Teacher's tone and motivation are connecting, as the teacher must have a specific tone while praising the students.

## Appendix 1 (MCT first observation)



### MCT/MST Lesson Observation

Feedback to student teacher

Student teacher's name: Shaima

Observer's name:

Unit/Lesson:

Grade Level:

Date: 18/02/

Competency Area	F	D	C	B	A
Commitment to the Profession				√	
Planning for learning				√	
Managing Learning					√
Implementing Learning				√	
Assessment				√	
Reflection on Practice				√	

**Strengths of the lesson:**

Respects the students  
 Good sitting  
 Asking about the days of the week, good questions  
 Students are all engaged, singing letter sound songs  
 Shaima is going through the actions and singing with the students  
 Good use of smart board  
 Very good explanations  
 Good writing  
 Good use of dojo  
 Good use of praise

**Areas for development:**

Need to watch for disruption and deal with it immediately  
 Praise students individually at the centres and say what you are praising

**Your reflection**

Students were good  
 Able to sing with students

**Action Research Question**

Teacher Voice  
 Your teacher voice was good – no shouting  
 You get student attention

## Appendix 2 (MCT second observation)

**MCT/MST Lesson Observation  
Feedback to student teacher**

**Student teacher's name: Shaima Obaid**  
**Observer's name: Josephine Unit/Lesson:**

**Date: 4\3\18**

<b>Competency Area</b>	<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
Commitment to the Profession				X	
Planning for learning				X	
Managing Learning					X
Implementing Learning				X	
Assessment				X	
Reflection on Practice				X	
<b>Strengths of the lesson:</b>  Use of dojo is very good Got the students to carpet very well and said what she was going to do. Asks great questions – what comes before, what comes after Use of hi5 Excellent use of smartboard Links to what was learned last week – what did we do in Math last week. Who can give me two numbers that will make 10. Good feedback eg Nice try Works well with groups					
<b>Areas for development:</b>  Praising specific tables watch your MST Question forms  <b>Overall</b> a very strong lesson Maintaining the expectations Spent a long time on the carpet but Shaima felt that this is sometimes necessary  <b>Shaima's Reflection</b> Felt it was a good lesson Strategic praise needs to be developed Shaima feels that when she has to ask students to Listen – she sometimes loses her voice. Perhaps Shaima needs to find a strategy that doesn't require the use of her voice.  <b>Action Research Feedback</b> Teacher Voice is calm and easy					



Students seem engaged at all times and the of the dojo means students are focused and on track.

## References

- Edutopia. (2008, March 16). *Why Is Teacher Development Important?* Retrieved from Edutopia:  
<https://www.edutopia.org/teacher-development-introduction>
- Pulda, A. (2001, May 10). *I Found My "Teacher Voice" and Transformed My Classroom.*  
Retrieved from Education world:  
[http://www.educationworld.com/a\\_curr/voice/voice013.shtml](http://www.educationworld.com/a_curr/voice/voice013.shtml)
- Singteach. (2013, February). *Using Feedback to Enhance Learning.* Retrieved from singteach:  
<http://singteach.nie.edu.sg/issue40-research04/>
- Susan. (2018, February 28). *How is your teaching voice?* Retrieved from Write out loud:  
<https://www.write-out-loud.com/teachers-voice.html>
- Wood, A. M. (1998, April). *The Effects of Teacher Enthusiasm on.* Ontario : The University of Western Ontario.