

What is a teaching portfolio?

A teaching portfolio is a record of your achievements and progress as a teacher.

Why is a teaching portfolio important?

All Teach2030 courses suggest that teachers who are interested in developing their professional development could keep a teacher portfolio. We believe they are a valuable way to record your ongoing development.

When teachers select an entry for their portfolio, not only do they have to think or discuss, but they also need to write down their ideas and reflections. Reflective writing provides teachers with an opportunity to focus, organise, edit their ideas, and finally to reflect upon them in print. And, perhaps most importantly, the written documents are always available to be reviewed, and to serve as clear evidence of the teacher's thinking, reasoning, and actions.¹

The Teaching Portfolio: A Tool to Become a Reflective Teacher. Available from:

https://www.researchgate.net/publication/265538740_The_Teaching_Portfolio_A_Tool_to_Become_a_Reflective_Teacher

[accessed Nov 21 2018].

It demonstrates;

- Your own personal philosophy of teaching
- Evidence of your learning from training you have received
- Opportunities to record your self-reflection on areas of strength and those that need developing

It serves as a continuous tool to reflect, evaluate and monitor your own teaching and performance, in order to develop your teaching skills and continue to raise outcomes for the children you teach.

A suggested teaching portfolio contents structure is on the next page.

1. All About Me	<ul style="list-style-type: none"> ● Name ● School ● Grade taught ● Any key responsibilities
2. My Teaching Philosophy	<ul style="list-style-type: none"> ● What are your goals as a teacher? ● Why did you choose to become a teacher? ● Has your approach to teaching changed as your career has progressed? ● What do you feel effective teaching looks like? ● What are your preferred teaching methods or strategies and why? ● What challenges do you face when teaching?
3. Workshops/Training attended	Keep a record of any training you have attended, including dates
4. Evidence of Change	Examples of where you have changed your teaching practice after training, research, classroom observations etc. Include sample of learners' work, lesson plans, photographs and so on if you can.
5. Lesson observations	<ul style="list-style-type: none"> ● Keep evidence of any lesson observations from your peers or senior leadership team ● Show how you plan to develop the areas identified
6. Lesson Plans	<ul style="list-style-type: none"> ● Examples of plans you have reflected on after teaching the lesson ● Note down where you have included new strategies or techniques
7. Assessment	<ul style="list-style-type: none"> ● Keep a record of learner assessments to help you monitor their progress ● Record any assessment strategies you find effective and why ● Include examples of learners' work
8. Professional Development Action Plan	<p>Identify areas you would like to develop further.</p> <ul style="list-style-type: none"> ● How will you do this? (peer observations / planning, research, training and so on) ● How often will you update your action plan? ● How will you monitor your own progress?
9. Personal interests	Include articles, newspaper clippings, photographs; anything that you think is interesting and you would like to reflect on as a teacher.

Who will be your learning partner?

You could use this table to find a colleague with the right qualities to be a successful learning partner!

To use the table, consider your colleagues and who you think you would work well with. Then have a look at the qualities listed on the table and see how many of them you think they have. If they have more than five, they should be a suitable and positive partner to help you develop your teaching practice. You could also consider which of these qualities do you have (and are there any you need to work on)?

helpful	approachable	Keen to improve their own practice	motivated
patient	encouraging	enthusiastic	conscientious
supportive	determined	self-reflective	Will keep you on track
available	observant	A good listener	responsible

You could adapt this and use your own ideas!

The language of feedback and praise

Here are some fixed mindset words and phrases that a teacher might give to their learners. Read them through and rewrite them as growth mindset ones instead. Do this alone or with your learning partner. The first one has been completed as an example; you might have more than one suggestion for each phrase.

Clever girl	How do you know? Can you explain your answer? I like how you worked through the steps to solve the problem.
Well done	
Correct	
You tried your hardest and that is all you can do	
I have already told you how to do it once	
That's good enough	

What is your learning mindset?

Learning Opportunity	Your response	Why is this your response?
Teaching a different grade or subject		
Making a wedding cake		
Learning to speak another language		
Introducing a new teaching strategy for learners into your classroom		

Reflections on the classroom activity

Your learning partner or a colleague has just observed you teach, and recorded all the verbal and written feedback and praise you gave during the lesson. After you have sorted them into fixed and growth mindset phrases, please complete the table below to show how you would change or improve your praise and feedback. There is an example at the top.

The phrase I used	How to improve it or change it into growth mindset language
Well done (example)	Great - can you tell us how you worked it out?

What next?

Question	Your thoughts
Why is the development of a growth mindset so important?	
How can you develop a growth mindset in your learners?	
What do you need to consider in your planning for teaching and learning that will reflect your intention to develop growth mindsets in your learners?	
How will you provide the kind of feedback that will lead to the development of a growth mindset - as opposed to the forms of praise that create a fixed one?	

My Action Plan

What would I like to improve?	Why?	How will I do it?	When will I review my action plan?

Tip: Don't choose too many action points as it can be overwhelming. It is better to choose two or three key ones to start off with, and then review your action plan regularly. Share your action plan with your colleagues; they are a valuable resource to help you improve your practice. Update it with new areas to improve - and feel proud of those you have made progress in.