Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

RESULT

ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE OF TEACHER EDUCATION

Sections marked with * should be completed by module lead

Student name:	**Tanya Miah**	**Student number:**	**1500086**
Programme:	**BA Primary Education with QTS**		
Module: *	**Enterprising and Creative Teaching and Learning**	**Module Level (4, 5, 6):**	**6**
Module code: *	**ECAD6004/C**	**Contribution to Overall Module Assessment (%): ***	**50%**
Module Lead:*	**Mr T. Cox**		
Start date:*	**3/10/17**	**Assignment No (x of x):***	**1 of 1**
Submission deadline:*	**15/12/17**	**Return date of provisional marks & written feedback:***	**26/1/18**
Assignment Title:*	**Critically evaluate your creativity and enterprise dispositions in terms of the Entrecomp frame work and how you might develop these to the next level and demonstrate progression.**		

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, title of book, edition, publisher: place of publication).		
Submission:	**All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.** **Note**: the Turnitin version is the primary submission and acts as a receipt for the student. **Late submission of the electronic version of the assignment will result in a late penalty.** Penalties for late submission: Up to one week late, maximum 40%. Over one week late will be recorded as a non-submission. Late submission penalties may be lifted only with the approval of the Extenuating Circumstances Panel.	**Date:**	**15/12/17**

Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*	**YES**	
	NO	**X**

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	**Marks available**	**Marks awarded**
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions. Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	30	
2. Intellectual Skills (Analysis) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	30	
3. Pedagogic and Professional Applications (Practical Application and Deployment) Deployment of pedagogic methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems. Attributes in professional practice: individual and collaborative working	30	
4. Key Transferable Skills Deployment of appropriate media; presentation and organisation.	10	

ASSESSMENT AND MARKING CRITERIA FOR ECAD5001/C ASSIGNMENT

Level 5	Assessment Criteria Descriptors for BA Primary Education with QTS This format emphasizes the holistic nature of judgements to be made by markers. Criteria weighting is adjusted for each module.					
	0-39 (F)	40-49 (P)	50-59 (P)	60-69 (P)	70-79 (P)	80-100 (P)
	Poor / Weak F	**Satisfactory 3rd**	**Good 2:2**	**Very good 2:1**	**Excellent 1st**	
Assessment Criteria	Poor, superficial, unsystematic, incomplete and/or inaccurate	Satisfactory understanding of main issues demonstrated	Good understanding demonstrated with some analysis	Very good understanding of basic principles and relevant evidence, with a coherent and logical argument	Thoughtful answer informed by wider reading, showing clarity of thought and personal insight	Outstanding answer, well written, highly structured and informed, showing striking personal insight and originality
Module Learning Outcomes matched to:	0-11	12-14	15-17	18-20	21-23	24-30
Subject Knowledge and Understanding (Conceptual)	Basic misunderstanding, misconceptions, misinterpretations and/or superficial knowledge in places	Outline knowledge of few key issues with evidence of understanding and application	Defined knowledge of some key issues and wider implications	Wider knowledge of most key issues, concepts and arguments	Clear understanding of the key issues under discussion with logical discussion	Excellent knowledge of key issues, concepts and arguments clearly discussed
(Reading)	Some inappropriate literature/material with limited reading range and lack of accuracy	Satisfactory range of reading drawn from the recommended list and other sources	Good range of reading drawn from the recommended list and other sources	Very good range of relevant literature from a variety of sources beyond recommended list	Evidence of well-considered thinking from a wide reading base using a variety of sources	Clear evidence of independent thinking informed by an excellent range of reading from a variety of sources
	0-11	12-14	15-17	18-20	21-23	24-30
Intellectual skills (argument)	Argument is weak, little attempt to present differing viewpoints. Generally too descriptive	The argument is beginning to be balanced with a growing awareness of other viewpoints	A balanced argument is presented while attempting to justify other viewpoints	A balanced argument is presented showing an understanding of different viewpoints and the reasoning behind them	A thoughtful argument is presented with appropriate consideration of viewpoints	A well- structured critical argument is presented with insightful consideration of viewpoints
(presentation of findings/analysis)	Findings presented within incomplete descriptive framework and few or inaccurate conclusions are drawn	Findings are beginning to be presented in a developing framework with some analysis and reasonable conclusions	Findings are presented in a framework with some analysis and interpretation of data to form reasonable conclusions	Findings are presented in a framework with some analysis, interpretation and evaluation of data to form reasonable conclusions	Findings presented with some analysis and justified conclusions	Findings presented in a critical and analytical framework. Thoughtful conclusions, firmly based upon the evidence presented
(critical /reflective evaluation)	Lack of evidence of evaluation and/or critical reflection	Evaluation and/or reflection are present but lacks depth	Good engagement with evaluation and reflection	Very good evidence of beginning to evaluate and critically reflect	Evidence of thoughtful critical engagement with evaluation and reflection	Effective and more in-depth critical engagement with evaluation and reflection
	0-11	12-14	15-17	18-20	21-23	24-30
Pedagogic and Professional applications (linking theory to practice)	Superficial or lack of understanding of pedagogic and professional context(s)	Relates principles and concepts to underlying theoretical frameworks and approaches with respect to the pedagogic and professional context(s)	Identifies principles/ concepts underlying theoretical frameworks and begins to identify their strengths and weaknesses with respect to the pedagogic and professional context(s)	Evidence of the use of relevant research or developments to inform actions with respect to the pedagogic and professional context(s)	Clear evidence of integration of theory and practice with respect to the pedagogic and professional context(s)	Effective integration of theory and practice with respect to the pedagogic and professional context(s)
(professional reflection)	Little or no evidence of reflection	Reflection is evident	Evidence of good reflection	Beginning to critically reflect	Critical reflection is evident	Effective and in-depth logical and critical reflection is evident
(ethical conduct where appropriate)	Little or no awareness of ethical issues	Awareness of ethical issues	Awareness of ethical issues and able to discuss these in relation to personal beliefs and values	Ethical issues have been discussed showing an awareness of personal responsibility and professional codes of conduct	Ethical issues have been clearly discussed in the context of personal responsibility and professional codes of conduct	Ethical issues have been effectively addressed especially in the context of personal responsibility and professional codes of conduct
	0-3	4	5	6	7	8-10
Key/Transferable Skills	Weak presentation of written work	Satisfactory presentation of written work	Good presentation of written work	Very good presentation of written work	Effective presentation of written work	Outstanding presentation of written work
	A number of basic errors in spelling, punctuation or grammar	Some errors in spelling, punctuation or grammar	Few errors in spelling, punctuation or grammar	Very few errors in written language	Minor errors in written language	No errors in written language
	Weak structure with unclear writing style in parts	Satisfactory structure with a mostly coherent writing style	Good structure with a coherent writing style	Very good structure which supports the reader	Effective structure which supports the reader	Highly coherent and mature writing style which fully engages the reader
(Referencing techniques)	Little or no use of protocols and conventions of Harvard referencing	Satisfactory use of Harvard referencing protocols and conventions	Good use of Harvard referencing protocols and conventions	Harvard system mainly used accurately, with some secondary sources	Harvard system used accurately including secondary sources	Harvard system used accurately, consistently and effectively with all sources

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		**%**
	Up to 1 week late	40% Max	
	Over 1 week late	0%	

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3rd	2:2	2:1	1st	1st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	0-29%	30-39%	**40-49%**	**50-59%**	**60-69%**	**70-79%**	**80-100%**
2. Intellectual Skills (Analysis)	0-29%	30-39%	**40-49%**	**50-59%**	**60-69%**	**70-79%**	**80-100%**
3. Pedagogic and Professional Applications (Practical Application and Deployment)	0-29%	30-39%	**40-49%**	**50-59%**	**60-69%**	**70-79%**	**80-100%**
4. Key Transferable Skills	0-29%	30-39%	**40-49%**	**50-59%**	**60-69%**	**70-79%**	**80-100%**

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
Overall, I feel that I was able to gather knowledge of different research and theorist for the competencies that I focused on.	However, I struggled with the word count and initially planned to look into three different areas but this I found was not possible. Gathering evidence for the first competence was difficult as I found majority of the information was anecdotal.

Student's Name	**Tanya Miah**	**Date**	**15th December 2017**
Student's Signature	**T.Miah**		

The twenty-first century has seen the development of a new era of education with major influences on technology and a changing industry. Research by Donaldson (2015) and the World Economic Forum (2016, 2017) has signified the influences education will have on this generation of learners. The impact of education is critical as children currently entering school will end "working on completely new jobs which do not exist" (World Economic Forum, 2016, 2017). In addition, this has been acknowledged by Williams (2017) and formed part of the 'Our National Mission' proposal which discusses the changes in our educational focuses to meet the needs and future needs of the learners.

Successful teachers will support the ideology of the new curriculum in raising standards by combing the mind, body and soul of the child into their education (Driscoll, Lambrith and Roden, 2015).

Craft (2000:3) states that creativity is "imagination actively fashioned which produces outcomes that are both original and of value". Creativity is often judged differently due to the individual and their perspective on the outcome, however, the two areas which consistently remain include 'novelty and appropriateness' (Dickhut, 2003). Franken (2007:396) argues that creativity is defined as the "tendency to generate or recognise ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others".

Grigg (2015) suggests that the process of creativity engages with questioning, making connections, exploring ideas, using imagination and then critically reflecting the outcome. In addition, Sharp (2004:5) describes creativity as four major characteristics which include "imagination; originality" (in regards to an individual's ability to develop and generate ideas); problem solving (regarding the use of "knowledge and imagination to a given situation") and an individual's capacity to produce a result of worth and value. Thus, Hopwood (2017) would support this concept as this individuals argument follows a similar belief that creativity entails "imagination, originality, productivity and problem solving".

Wilson (2015:6) would argue that creativity in education has progressively become a focus on pedagogy and the curriculum, this would be supported by Donaldson (2015:29) as one key characteristic of the new Welsh curriculum is supporting learners to become 'creative

contributors'. Creativity has become a more valued aspect within education in the last twenty years; thus, creativity has repositioned from the typical arts and now forms a core focus within learning and teaching across the curriculum (Wilson, 2015).

In addition, creativity is no longer regarded as an "optional extra" and not predominantly to do with self-expression through the art but rather as a "generative problem-identification and problem solving, across life" (Wilson, 2015:7 cited Craft, 2000, 2001, 2002, 2005).
"Creativity is the power to connect the seemingly unconnected" (Grigg, 2015:107 cited Plomer). Thus, Donaldson (2015) signifies the importance of teaching and learning which involves different connection which could include real-life contexts, connections to prior learning and cross-curricular connections; this helps deepen children's understanding, provide better contexts, and a relevance and coherence for learning (Barnes, 2015).

Overall, based on research creativity has become an influential factor within education, this is not limited to an individual's ability in regard to the arts but creativity in thinking, in processing and imagination. This is undoubtedly one of the biggest challenges faced in education. Therefore, teachers should create a creatively rich environment and support learners to use 'divergent and convergent thinking' together to create 'lateral thinking'. Thus, this could be facilitated by encouraging children to mind map individual ideas, sharing ideas with; asking thought-provoking questions; inspire children, support their interests and build a curious classroom ethos and allowing time for looking into different solutions.

Enterprise in education "encourages all young people to learn and develop in way that meets their needs and develop skills for learning, skills for life and skills for work" (National Improvement Hub, 2017).
The Quality Assurance Agency (QAA, 2012:8) suggest that enterprise can be defined as the "application of creative ideas and innovations to practical situations"; this is a concept which can be adapted to suit all areas across the curriculum. Enterprise attempts to combine "creativity, idea development and problem solving with expression, communication and practical action".

HM Inspectorate in Education, HMIE (2008:6) state that enterprise in education allows students to “experience and develop” an understanding of the world in terms of work in all its diversity which includes self-employment and entrepreneurial activity.

The purpose of ‘enterprise education’ is to develop students with a skills and mindset which results in original thinking and ideas which responds to shortfalls, identified needs, requirements and the capacity to act upon these. Therefore, the ability to make an idea into a reality (QAA, 2012:8).

In addition, enterprise skills include “taking the initiative, intuitive decision making, making things happen, networking, identifying opportunities, creative problem solving, innovating, strategic thinking and personal effectiveness” (QAA, 2012:8). Shell (2001) and QAA (2012) argue that enterprise education is beyond a student’s acquisition of knowledge but rather their intellectual, social, practical and emotional skills. National Improvement Hub (2017) would agree with characteristics as they argue good enterprising teaching will provide learners with opportunities to develop skills such as problem solving, decision making and evaluating risks whilst prompting positive attitudes about the diversity of work.

In addition, Donaldson (2015) would support these views of enterprise in education. Thus, this approach to learning will provide learners with a clarity on core and employability skills, and enable students to transfer these to different contexts, particularly the world of work and include several opportunities for work-related experiences.

In regards to education, the term enterprise can be a dauting and challenging element in learning; this is a newer concept in education so there is not much evidence and good practice examples. However, it is our duty as teachers to ensure out learners undergo the process of progressively developing skills that can be transferred this can include in further learning, education but most definitely the world of word. As a teacher, opportunities to develop enterprise skills have very rarely been implemented into learning, therefore, by researching further and deeper planning this can be achieved although as HMIE (2008) argues this cannot be achieved overnight.

The Entrepreneurship Competence (EntreComp) Framework is a resourceful material which can offer tools to develop an individual entrepreneurial capacity. Thus, the EntreComp framework

consists of a conceptual model which includes several areas and competencies. In addition, these areas and competencies have been placed into three more specific section which include 'into action, resources, ideas and opportunities'; with each section consisting of five different competencies. Additionally, the EntreComp provides learning outcomes and proficiency level which allow individuals to identify their current position within the different competencies. This framework attempts to bridge creativity, enterprising, entrepreneurial learning and the world of work in an educational context.

The EntreComp Framework is a very useful tool for teacher to identify areas of progression, strengths and weakness. However, some attributes within the framework are better suited to the business sector which can cause difficulty in identifying levels. Additionally, perspective is an issue as one can identify a level and another individual could agree or disagree as the level description are very broad. (Bacigalupo, M., Kampylis, P., Punnie, Y., Van den Brande, G, 2016).

The first competence that the author will discuss is creativity; this is located in the 'ideas and opportunities' section of the EntreComp competencies model. In regards to the 'be curious and open' strand I would assess myself as level three 'intermediate and experiment'. Thus, this level consists of an individual's ability to use their skills and competencies in a new situation.

Moreover, Professional Teaching Experience (PTE) was a great opportunity to see this strand in action. Thus, at the start of each PTE students are placed in a new school, new environment with a class who we have not taught before. Therefore, as a teacher, we have to use out skill set and competencies to adapt to a new environment and ensure that the learners are supported. In addition, we have to use our skill set such as areas of interest, areas of good knowledge and use this in a teaching and learning experience,

Additionally, to enhance the opportunities to use my skills during placement I would ask my teachers questions about the classroom environment, logistics, the school ethos, atmosphere, the learners as individuals and the class as a whole. This information was very useful and gave a better context in ways to use my skills in this new environment or classroom. In order to adapt to the

classroom environment I took photographs which would help familiarise myself with key areas (Appendix 1).

Furthermore, in regards to the ‘foundation’, ‘level 1’, the discover stage states an individual’s capacity to show they are curious about new things’. Throughout PTE it was crucial to constantly show children interest and engagement during learning, as learners gain more from experiences of high quality teaching. Moreover, I would show children interest and curiosity with information they shared with me, this would make them feel empowered and feel as though they shared something of use to the teacher. Additionally, when teaching new subjects or topics I would research deeply to ensure I was able to provide my learners with sufficient knowledge, and when asking and answering question can promote curiosity.

Thus, the second foundation level ‘explore’ is an individual’s capacity to “make use of existing resources”. The major challenge I faced during my second placement was the limited resources available due to the nature of the school. This experience allowed to think deeply about reusing resources, the resources already available and creating resources which served multiple uses.

Therefore a display on ‘Plant Life Cycle’ (Appendix 2) severed a number of purposes. this included children’s involvement in the creation of the display as they matched the correct colours and determining which part came first. Furthermore, this was also an independent activity where children would work in groups and place them in correct order and the use of the display to assist children acting out plant life cycle. in addition, resources which were pictures of flowers were used as a treasure hunt and tally chart activity (Appendix 2).

In order to develop my creativity as a teacher I will identify areas of progression which will enable me to reach the next level. Therefore, I will look further into curriculum documents, identify rich resourceful websites such as Twinkl and TES; this will give me effective examples and reviews on areas of learning. In addition, I will research further into my teaching by looking deeply into lesson plans and ideas to meet the needs of my lesson at the highest standards. Thus, progress will show that I develop more confidence in being spontaneous with a bank of engaging resources which can be implemented uses a variety of approaches. Additionally, I could use ‘Guildford’s

Test of Divergent Thinking' to identify my creative thinking in further depth and 'Torrance's Test of Creative Thinking'. With the combination of these results it would give me a better insight to my creativity which the EntreComp does not provide. (All Psychology Careers, 2017).

'Learn through experience' is the second competence that the author will discuss; the focus strand within this competence will be 'reflect'. Reflection is a "fixing of the thoughts on something with careful consideration" (Dictionary.com, 2017). Schön (1983:79) argues that "reflection is the most valuable element of an experience" and that the conversation of an experience is reflection. In addition, Pollard (2008) suggest that reflection in teaching "should be personally fulfilling for teachers, but also lead to a steady increase in the quality of the education provided for the children". Thompson and Thompson (2008) states that reflection is a crucial component in teaching, but one of significant challenge. These challenges include allowing and making time for reflection and finding space in our minds. Schön and Thompson found that reflection was an aspect in education or training programmes but not a feature in teaching practices.

Thus, based on the EntreComp Framework I would suggest that I am at the level three which is the 'experiment and intermediate' level. This level states an individual's ability to "reflect on failures" which includes theirs and other people's and identify these by building and learning from the experiences. Furthermore, the second phase in PTE two was the biggest challenged within my Teacher Training. The class size was the largest I had taught, the abilities within the class room varied significantly and there was continuous challenging behaviour which I had not ever experienced.

Therefore, for each encounter of challenging behaviour I would look back at the situation and 'reflect-on-action and 'reflect-in-action'. This would mean that I would interchangeably use the two cycles of reflection; the first distinguishing my reflective response and second looking back at this and building on it. (Schön, 1983). Thus, rather than responding negatively I would provide a positive response to the student and find out why this student behaved this way. Refer to Appendix 6 and 8 for comment by mentors on the authors response to challenging behaviour.

Thus, it can be argued that I am successful in reaching level 1 ‘foundation and discover’ which consists of using great failure to create value. Therefore, during PTE I struggled to keep up with marking and often found I was falling behind with providing feedback. This had a significant impact on the children learning, planning and differentiation. However, I later realised that regular marking is vital in teaching, this provides areas of misconceptions, assessment of the learning and areas forward which I was then able to apply this knowledge to pupil tracking and progress.

In addition, I believe that I am successful in achieving the level two ‘explore’ of the ‘reflect’ strand. This strand consists of an individual’s ability to develop temporary failure into valuable achievements. As a teacher and student teacher, I would reflect on each day during placement using the ARC reflection (appendix 11 is an example of ARC reflection). These reflection would then be implemented in planning and address areas of progression for the learning. In addition, appendix 4, 5, 7, 9 and 10 are comment by mentors and teachers about positive approach in being critical, self-reflective and addressed strengths and weaknesses. Therefore, this shows the authors ability to reflect on failure and use this to create value in regards to future planning and overseeing situations.

Furthermore, to progress ones ‘reflective’ skills further and reach the next level which is level four ‘dare’ areas of development should be identified. This level states an individual’s ability to judge goals so that one can evaluate their performance and learn from it. ARC reflections were very useful in structuring reflective thoughts, strengths, weakness and feelings of the experience. However, this style of reflection became very systematic, sometimes the reflections could only apply to one learning experience which meant little impact on progression and reflections potentially became approached with a tokenistic attitude.

Therefore, I will use Gibbs (1988) ‘reflective model’ (appendix 12) to develop my reflective skills. This model consist of a specified approach to reflection which looks deeper into the experience. Thus, the requirement of this model is to create an action plan which would allow one to see if these as goals and assess their success in implementation. Additionally, I will create a reflective diary which will consist clear reflections, useful pointers and reminders. Thus, a reflective diary in its nature will allow me to regularly annotate, make notes which can be looked back on and

easily accessed. Moreover, the accessibility of the reflective diary; the successful implementation of the reflective model and a change in regard to effectively using this information will indicate that progress has been made and that I have achieved the next level.

In conclusion, it is clear creativity and enterprise has a vital place in education, due to the rapidly changing world this form of learning should be implemented. Donaldson (2015) would argue that the learning children undertake in their education should translate into a real-lie context including world related scenarios. Furthermore, Williams (2017) overarching goal of education is to provide learners with rich learning contexts and experience which enable students to become informed citizens of the world. The learning should 'offer an invaluable' experience to 'enrich young peoples' learning, raise their self-esteem, increase motivation and appetite for learning (Donaldson, 2015).

Thus, students should have opportunities to use their creative and enterprise skills in meaningful contexts. (Barnes, 2015). 'Outstanding teachers' will nurture children's aspirations, promote individuality and facilitate unique learning which links to QTS standard S1.1. (Welsh Government, 2009).

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Appendix

Appendix 1: Photographs of a classroom during placement.

Appendix 2: Photograph of Plant Life Cycle Display

Appendix 3: Flower pictures reused

Appendix 4: Summative Assessment Report – 21st March 2017 (Progress Review)

Appendix 5: Summative Assessment Report – 21st March 2017 (S3.2)

Appendix 6: Summative Assessment Report – 21st March 2017 (Challenging Behaviour)

Appendix 7: Formative Assessment Report - 27th March 2017 (Reflective skills)

Appendix 8: Formative Assessment Report - 17th March 2017 (Challenging Behaviour 2)

Appendix 9: Summative Assessment Report – 27th March 2017 (Reflection)

Appendix 10: Formative Assessment Report - 7th December 2016 (Reflective Individual)

Appendix 11: Example of ARC reflection

Appendix 12: Reflective Model

Appendix 1: Photograph of classroom during placement

I can read and write...
We read, write and remember red words
ay ee igh ow
oo oo ar or
air ir ou oy
Fish
Insects
Amphibians
Reptiles

Appendix 2: The Life Cycle of Plant Display

Appendix 2: Reusing picture of flowers resource

<u>Appendix 4: Summative Assessment Report (PTE 2, Phase 2 – Foundation Phases)</u>
University Tutor Observation - 21st March 2017 (Progress Review)

https://swwcte.ac.uk/en/account/formative-assessment?student=1500086&placement=654&obs=2&submitter=tutor

Part 2: Progress Review

a) Comment on progress in relation to previously set targets (including lesson evaluations and end of week reviews)

Good progress has been made. You have enthusiastically taken on board all the advice you have been given.Lesson evaluations and end of week reviews demonstrate an ability to self- reflect and to learn from experiences.

b) Comment on quality of trainee's reflection for ensuring progress

During our discussion at the end of the lesson you reflected honestly on every aspect of your lesson. It was good to hear you suggest several aspects which you felt you could improve. This honest, reflective approach will, undoubtedly ensure that you will make continued progress throughout the practice.

<u>Appendix 5: Summative Assessment Report (PTE 2, Phase 2 – Foundation Phases)</u>
University Tutor Observation - 21st March 2017 (S3.2)

https://swwcte.ac.uk/en/account/formative-assessment?student=1500086&placement=654&obs=2&submitter=tutor

S3.2: Teaching: Monitoring and Assessment

Good

- **Comments and Evidence**
- **Targets for improvement and suggested ways forward**

A range of assessment for learning strategies were used appropriately in the lesson to engage pupils and assess their understanding. I particularly liked the 'Mr Men AfL strategy. You responded appropriately to the pupils' work by questioning and guiding them. There is evidence of written responses to pupils' work from previous lessons with advice and targets for pupils to move forward with their learning. Your evaluation during our discussion at the end of the session, demonstrated your ability to evaluate for future planning. You demonstrated a willingness to be self-critical and readiness to adapt to improve both your own and the pupils' performance. ARC evaluations are brief but helpful. Progress has been made on the pupil profiles. Target: Continue to work on the pupil profiles and observational notebook.

S3.3: Teaching: Teaching and Class Management

Good

<u>Appendix 6: Summative Assessment Report (PTE 2, Phase 2 – Foundation Phases)</u>
University Tutor Observation - 21st March 2017 (Challenging Behaviour)

https://swwcte.ac.uk/en/account/formative-assessment?student=1500086&placement=654&obs=2&submitter=tutor

Please comment on:

planning, evaluation, evidence of pupil assessment and tracking, personal literacy, organisation, presentation

Planning, evaluation, collating evidence of pupil assessment and tracking, personal literacy, organisation, presentation are all completed to a high standard.

Number of half day sessions absent from this placement to date

0.0

Quality of trainee's oral and written language Welsh and English as appropriate. Please comment

You are a good communicator Tania. Your lesson plans are clear, grammatically correct and have no significant spelling errors. Prior to the session today, you ensured that the adult helpers understood their role. You spoke in an appropriate volume and tone with the children. The children seem to be enjoying the 'big' words that come with the topic. Your language was very positive with the class; even when some presented challenging behaviour. For example,you dealt well with a child who shed some tears by saying that his behaviour makes you sad too. I did hear you using incidental Welsh during the lesson but it could have been more frequent.

Appendix 7: Formative Assessment Report (PTE 2, Phase 2 – Foundation Phases)
School Mentor - 27th March 2017 (Reflective skills)

Are there aspects of this session that should be filmed as examples of good practice?

No

Any additional comment

Thank you for allowing me to observe your Foundation Phase Year 1 lesson today and for our interesting professional dialogue after the lesson. You have good self-reflective skills and show gratitude for advice and suggestions to improve your teaching and learning. Good luck in your future career and thank you for your hard work and commitment during your time in Ysgol Parc Waundew - Richmond Park School. The children in both Year 4 and FP1 have benefited from your teaching input and you have succeeded in building a warm, positive relationship with both children and adults in both classes! Diolch yn fawr a phob lwc!

<u>Appendix 8: Formative Assessment Report (PTE 2, Phase 2 – Foundation Phases)</u>
Class Teacher and Mentor - 17th March 2017 (Challenging Behaviour 2)

S3.3: Teaching: Teaching and Class Management

Good

- **Comments and Evidence**
- **Targets for improvement and suggested ways forward**

Dosbarth Gwern are a challenging and difficult group of children at times, but you are becoming more confident in controlling and managing the whole class. You have introduced a bell, which has been a great help during times when you need the attention of everyone in class, the children have responded well and the level of noise in class has lowered because of this, well done! You show a very caring and encouraging way towards the children, and you are constantly praising them for their efforts. The children are confident and eager to learn when you are teaching, keep up the good work!

Part 2: Progress Review

a) Comment on progress in relation to previously set targets (including lesson evaluations and end of week reviews)

<u>Appendix 9: Summative Assessment Report (PTE 2, Phase 2 – Foundation Phases)</u>
School Mentor – 27th March 2017 (Reflection)

Part 1 Lesson Observation (Areas of strength/Areas for development)

S1: Professional Values and Practice

Good

- **Comments and Evidence**
- **Targets for improvement and suggested ways forward**

Your levels of independence are growing as you are settling into the busy routine of a large Foundation Phase Year 1 classroom. You continue to show a good ability to reflect on your own practice and its impact on the children within the class. You show a genuine willingness to accept advice from mentors and tutors by engaging in professional dialogue and by analysing your teaching and its impact on the children`s learning. You have acted upon the above targets and met everyone in the session observed today. Da iawn! Targets: following our discussion today, further your knowledge and understanding of the Foundation Phase "triangle" of continuous provision, enhanced provision and focused tasks by reading Welsh Government guidelines available online as well as reading articles/books by authors/experts such as Cath Delve, Alistair Bryce-Clegg to name but a few.

Appendix 10: Formative Assessment Report (PTE 2, Phase 1 – Key Stage 2)
Class Teacher and Mentor - 7th December 2016 (Reflective Individual)

Part 1 Lesson Observation (Areas of strength/Areas for development)

S1: Professional Values and Practice

Good

- **Comments and Evidence**
- **Targets for improvement and suggested ways forward**

You demonstrated a good level of professionalism through engaging and respectful dialogue with the children. The children felt confident and happy to contribute their ideas and you praised and thanked them for their efforts and ideas. The children felt respected and valued during your lesson. You also gave your LSA clear and concise instructions, which enabled her to support her group effectively. In reflecting on your lesson, you had a good awareness of your strengths and could identify successes within your teaching. You were also able to identify areas for improvement and were willing to take on advice

Part 2: Progress Review

a) Comment on progress in relation to previously set targets (including lesson evaluations and end of week reviews)

You are a very reflective individual and can always identify strengths and weaknesses in the lessons you deliver. You tend to focus on the weaknesses first, so I would like you to be more positive and start with your achievements. As we have discussed, you are able to identify areas for improvement and now you need to use this experience to inform your future planning and future delivery of lessons. You clearly considered how to turn today's lesson from a plan into reality and as a result, the children were enthused, engaged and successful in their learning. It was also thoroughly enjoyable to observe! Make sure you give all your lessons the same degree of thought in order to maintain this better quality of teaching.

b) Comment on quality of trainee's reflection for ensuring progress

Your confidence is increasing on a daily basis and the children definitely view you as their teacher. Over the week, you have shown an increased ability to turn your good planning into engaging lessons by considering the logistics of your lesson and making sure all resources are ready and prepared. This needs to be maintained as you move forward and as your workload increases. You have implemented the use of a starter activity to engage the children and give them a hook for their learning. Remember to keep making the link between this and their learning objective explicit. You are also becoming more aware of what the children are learning rather than doing.

Appendix 11: Example of an ARC Reflection

Model Casgliadau Adfyfyriol â Chymorth (ARC) (Model 'Myfyrio a Newid')
Assisted Reflective Conclusions (ARC) Model

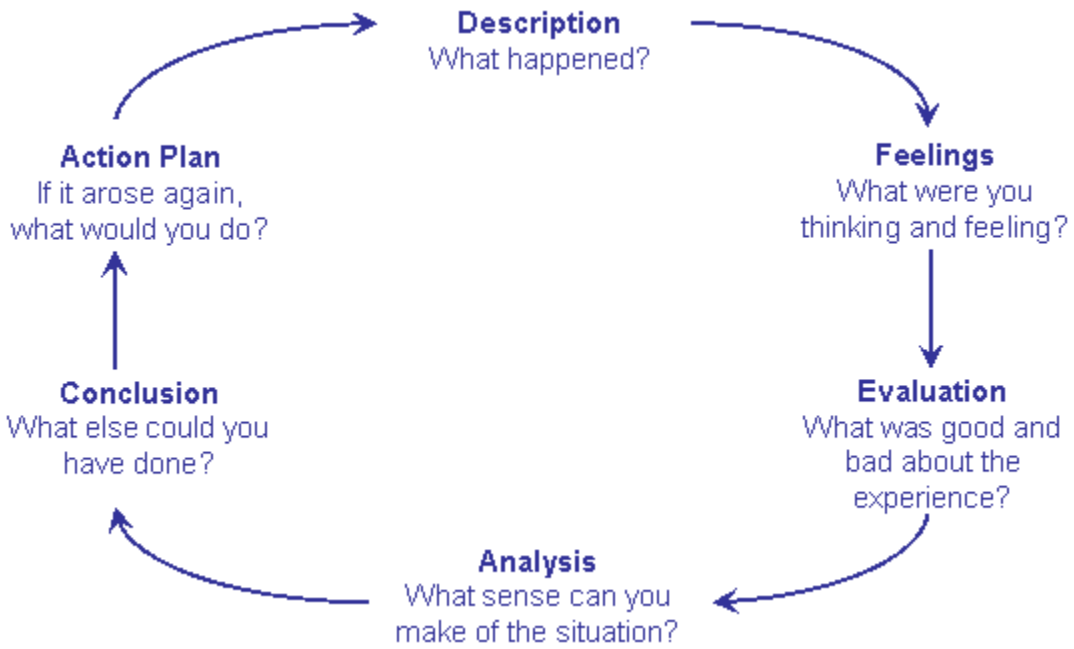
Dyddiad/*Date*: *Monday 21st February 2017*

Digwyddiad critigol (Ffocws)/*Critical incident (focus):* *Focus on the overall day*

Profiad/ *Experience*	
Teimladau/ *Feelings* *"What are your feelings regarding the experience?"*	*My initial feelings regarding this day was positive. Overall, I was pleased with the lessons especially the math's lesson. I really enjoyed each teaching lesson during the course of the day and the children responded very well. However, there are several key areas to develop my teaching and enhance the learning experience.*
Cofio a Deall/ *Remember and Understand* *"Can you list the aspects of the learning experience that went well?"* *"What were the elements of the learning experience that were disappointing?"*	- *The children were engaged and responding well. In the introduction, when they were asked to work in pairs answering questions with a white board. Throughout this they answered the questions in pairs. Any misunderstanding was addressed within the lesson – their answers were shared as a class and then discussed – this addressed any misconceptions.* - *When I asked certain questions some of the children did not give enough information or the detail that I wanted. Therefore, I asked them another question to prompt their understanding.* - *In regard to the questions – mathematical questions during the introduction - the children understood the concept so I didn't need to ask as many questions as we discussed as this could potentially became a waste of useful class time.*
Gwerthuso a dadansoddi/ *Evaluate and analyse* *"What will you keep the same to ensure effective teaching and learning in the future?"* *"What was the cause of the most important disappointing element?"*	- *The use of partner talk to answer mathematical questions worked really well – the children were mixed ability so the weaker and higher children together. They supported each other which is an additional enhancement.* - *Asking mathematical questions – although I have to take into consideration that I don't ask too many.* - *Limited time meant that I didn't have a plenary or close the lesson – therefore, I need to ensure this is addressed even if the children have not completed their work. Also, I could have gone over the questions so that the children could see how they were doing and if their answers where correct or not.*

	- *However, as there were 3 different worksheets for the abilities I was unsure how I would work round this. After discussing with my mentor I feel I could have a strategy to support this. I could shorten the introduction and not ask too many questions.*
Casgliadau a chamau gweithredu/ *Conclusions and actions* *"What are your possible solutions to the disappointing issues identified?"* *"What will you do next?"*	- *When planning questions, I should stick to approximately 3 depending on the nature of the topic which will mean the introduction will not be too long.* - *In regards to the plenary, leave at least 5 minutes to close the lesson while referring back to the learning objective.* - *Leave an additional 5 minutes for children to undertake their 'traffic light' self-assessment which is a school initiative.* - *Using my TA to support me when going through 1 or 2 questions with the children, I could work with the lower, TA with the middle and the higher could have the answers in front of them – being resourceful and aware of time.*
Y profiad newydd / *Transformed experience*	

Appendix 12: Reflective model



Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford: Further Education Unit ,Oxford Polytechnic.